

A Dissertation

entitled

History Instruction with a Human Rights Perspective: Exploring the Experience and
Learning of High School Students through a Case Study

by

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Submitted to the Graduate Faculty as partial fulfillment of the requirements for the
Doctor of Philosophy Degree in Curriculum and Instruction

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December 2022

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This qualitative case study examined the implementation of a four-week instructional unit on the Civil Rights Movement taught through a human rights lens and emphasizing written discourse in the classroom. The study was conducted in a large, urban high school in the Midwest near the end of the 2022 spring semester. The instructional unit, a critical case, was taught as part of the curriculum of an American History class required for sophomores but including some juniors and seniors. Data from 32 students who met the attendance and assignment submission requirements of the study were included. The framework for the case study was the intersection of theories of history instruction, human rights education, and discourse. Data collected included student created classwork and artifacts, teacher-researcher participant observations, and curricular and instructional materials. The research questions addressed the ways students independently and collaboratively reflected on history and human rights, the ways students engaged in analysis and critical thinking, and the ways in which they reflected on their experiences through their written discourse. Data analysis showed that students often made meaningful connections between history, human rights, and current events through

written discourse, but that there were specific concepts with which they struggled such as the human rights concept of correlative duties. Additionally, students engaged in collaborative discourse that gave them the opportunity to practice human rights discourse. Students' most personal connections were made in activities and discussions in which they engaged in critical thinking and analysis. The connections made by students included comparisons between events of the Civil Rights Movement and current issues such as police brutality and the Black Lives Matter Movement. Students also demonstrated the ability to effectively reflect on their personal and classroom experiences. These findings illustrated the potential of this type of instructional unit to improve students' abilities to engage in human rights discourse and to potentially help form a bridge between history and human rights instruction and students' experiences and current interests. This case study identified numerous avenues for future research and connections between existing frameworks that could prove useful to researchers and practitioners.

I dedicate this dissertation to my parents who instilled in me a love of learning and reading along with a strong work ethic. This journey would not have been possible without them.

I also dedicate this dissertation to my former junior high students. Their resilience inspired me to work harder to make positive change in education.

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List of Abbreviations

HRE	Human Rights Education
HRE-USA	Human Rights Educators USA
INEE	Inter-agency Network for Education in Emergencies
K-W-L.....	Know-Want to know-Learned
NCSS.....	National Council for the Social Studies
Ques	Question
RaP	Review and Preview
UDHR	Universal Declaration of Human Rights
UNESCO.....	United Nations Educational, Scientific, and Cultural Organization

Chapter One

Introduction

Teaching history with a human rights perspective has the potential to enhance students' learning of history while building awareness of and knowledge about human rights. Currently, human rights education is conspicuously absent from social studies curriculum in the United States. Gradwell, et al. (2015) posit that this "absence indicates a lack of emphasis in the American culture and in its school curriculum" that in turn "reduces the likelihood that a vast majority of social studies teachers will take up the banner and fight for change" (p. 4). It is possible, however, that history classes in high school are an ideal setting for this integration of history and human rights learning. Reardon (2009) describes human rights learning as "a process inspired by an impulse toward social justice that takes place in all settings where people learn for civic purposes" (p. 3-4). Tibbitts (2002) describes the goal of basic human rights learning as increasing the knowledge of a wide range of people about human rights issues, as well as helping to integrate a value for them in the public. There are overlapping opportunities and challenges associated with integrating human rights learning in high school history classes with the goal of expanding the knowledge of and value for human rights issues in American society and culture. First, the possible relationship and interaction between history and human rights, as well as how both fit into existing curriculum, depend on a variety of factors including theories from both subject areas and practical considerations related specifically to American public schools. Second, integrating human rights into history instruction also has instructional implications related to discourse, meaning-

making, epistemology, and critical thinking that need to be made explicit in order for them to be most beneficial to teachers and students.

The Intersection of History and Human Rights

Researchers of history education have argued that history instruction has a variety of purposes but that “those who are interested in history education – parents, teachers, researchers, policymakers, public historians, and others – have no shared understanding of the meaning or goals of instruction in the subject” (Barton & Levstik, 2004, p. 4). This could partially explain why the focus of, emphasis on, and time allotted to history instruction varies so widely in the United States. Barton and Levstik (2004) use a sociocultural approach to organize and discuss their findings related to how and why history is taught and learned. This approach focuses on five interrelated elements; the act, scene, agent, agency, and purpose that bring attention to “the socially situated nature and purpose of students’ actions – what they do with history – rather than focusing on the knowledge assumed to exist inside their heads or the skills they are believed to possess as individuals” (Barton & Levstik, 2004, p. 7). Barton and Levstik (2004) describe four specific actions that students are involved in when learning history. They identify connections between the past and themselves in the present, analyze causes and connections among events, respond morally to people and events, and display their knowledge. Barton and Levstik (2004) introduce the term “stance” as a way to describe the combination of a specific practice with a set of purposes. Using these stances, they can analyze history learning and describe the tensions among them.

When considering the integration of human rights into history instruction, Barton and Levstik’s (2004) moral response stance is of particular interest. This stance can

involve remembrance, condemnation, and admiration of what is right and wrong. Contemplating these questions, and possibly comparing and appreciating differences, is a key part of living in a pluralist, participatory democracy. Barton and Levstik (2004) argue that the place for this to happen is in public schools. The questions related to moral responses to history often have to do with justice. “We become outraged when we learn about people who were robbed of their life or liberty, who suffered brutality or oppression, and who were denied rights to which we believe they were entitled” (Barton & Levstik, 2004, p. 97). Even very young children have these reactions to treatment they view as wrong, unfair, or unjust. True history learning, though, goes beyond just initial reactions. According to Barton and Levstik (2004), “for students concern with fairness to contribute to democratic citizenship, we need to help them develop their ideas in two important and related ways” (p. 99). First, students need to develop a “broader and more inclusive conception of justice” that goes beyond mere common-sense ideas of what is fair (Barton & Levstik, 2004, p. 99). Second, students should be able to “consider how positive steps could be taken to ensure justice,” expanding their perception beyond just identifying what is wrong to finding ways to make things right (Barton & Levstik, 2004, p. 99). Once students have developed more sophisticated conceptualizations of justice, they need “experience considering the intersection of historic injustices and contemporary concerns” (Barton & Levstik, 2004, p. 100). This is the point at which the past and present come together and it can be a challenging endeavor. Topics of study should focus on those that are important to the public good and should lead to discussions that build understanding of “reconciling contemporary concerns and moral responses to historic injustices” (Barton & Levstik, 2004, p. 100). This stance to history learning is

clearly an intersection of history and human rights that demands more attention be given to how and if human rights are taught in American public schools.

Human Rights, Democracy, and Education

The links between human rights, democracy, and education have been discussed by many philosophers of human rights. Bobbio (1996) argues that democracy and peace are the cornerstones to achieving the protection of human rights. “The recognition and protection of human rights are the foundations on which democratic constitutions are built, and at the same time peace is the precondition for the effective protection of human rights within individual states and the international system” (p. 63). Therefore, in a democracy some level of awareness of the concept of human rights would be essential. This idea is echoed and expanded by Pogge (2001) when he argues that people are ultimately the ones responsible for ensuring human rights, even more important than the government which may be temporarily granted the power to enforce them. Continuing his focus on the significance of people, Pogge (2001) asserts that a nation’s respect for human rights depends on “the character of its people and thus also on its culture, education system and income distribution” (p. 198). To realize a particular right requires that people are willing to fight for it in the political realm. Therefore, education for and awareness of human rights becomes an integral part of achieving them. With this knowledge, people are able to invoke their rights, claim their dignity, and “rights are thus a weapon of the weak against the strong” (Vincent, 1986, p. 17). These arguments lead to the logical conclusion that for the full protection and realization of human rights to be achieved in a democracy, human rights must be a part of the education system, if not a focus of it.

Conflict and the Promise of Human Rights Education in School

When we consider implementing human rights education in school through the curriculum or special programs, it becomes clear that it is important to consider how such action would align, or not, with the current functions, perceptions, and goals of the American educational system. The educational system is a reflection of society and the political and moral values that it deems important. Although the United States claims to be a democracy and presents itself as occupying a moral high ground when it comes to human rights, the reality of education paints a different picture. According to Eisner (2017), “education has evolved from a form of human development serving personal and civic needs into a product our nation produces to compete in a global economy” (p. 316). To ensure that the product of education was competitive workers, reformers of the 1980s argued for rational education reform. This plan focused on standards and measuring performance, making teachers and administrators accountable, systematizing and standardizing to inform the public, and setting up payments and penalties based on performance.

The conceptualization of education as a mechanism to produce people and workers who can perform specific roles in society continues today. The educational product that Eisner (2017) discusses is reflected in numerous aspects of our educational system: rigid objectives and curriculum, standardized testing, teacher evaluations and school grades, approaches to discipline and classroom management, and the emphasis on college and career readiness. Fallace and Fantozzi (2017) challenge the usefulness of characterizing this as social efficiency but claim that an accurate term may be curriculum utilitarianism, described as “the shift toward the mobilization of schools for international

competition and cultivation of the workforce” (p. 93). Unfortunately, curriculum utilitarianism has become the primary goal of American education and has created many negative outcomes. In my experience, rigid objectives and curriculum have limited the ability of teachers to encourage individual students’ interests and of schools to offer specialized courses. I have had conversations with colleagues about how standardized tests have stolen opportunities for engagement and created an atmosphere of teaching to the test. No matter how much educational leaders and policy makers claim that this is not good practice nor expected, the system of teacher evaluations and school grades has perpetuated the practice, implicitly if not explicitly. In large districts like the one that I teach in, preconceived notions of discipline and classroom management have also resulted in a lack of teacher autonomy and a hierarchical authority structure.

As a result of these characteristics, American schools are currently inhospitable places for human rights education. No room exists for the addition of human rights education to the curriculum as a subject in and of itself. One of the most logical subject area or courses in which to integrate human rights education is social studies, specifically history. Although morality and human rights are not synonymous, there is an element of morality in considering how people should treat each other. According to Barton and Levstik (2004), “responding morally – affirming what we believe should or should not be the case in human affairs – is an inescapable part of our encounter with the past” (p. 106). They go on in discussing their moral response stance to argue that responding morally “also forms a major component of history education in schools, although its role is generally unacknowledged and, as result, unanalyzed” (p. 106). I would argue that this connection between encouraging students to respond morally and history education

makes history classes a place to begin when trying to integrate human rights education into the existing curriculum. Even though social studies instruction, including history, is often not currently given the time or emphasis it needs to meet even the existing standards does not mean that we should just ignore or give up human rights education. On the contrary, this means that we should continue to make the case for human rights education in American public schools. This involves discussing the pedagogical and curricular implications of human rights education, which require, but can also be a vehicle for, fundamental, philosophical change in how we view and value education.

The full implementation of a human rights curriculum in American public schools would require a fundamental philosophical shift in what is considered the purpose of education. The current purpose is utilitarian and focused on creating graduates who are ready to take on the roles that are prescribed by society, usually to get a job that fulfills an economic need and provides a means of support. Human rights education requires a different educational atmosphere; one of transformation, empowerment, and critical thinking with an emphasis on development of epistemological beliefs. These pedagogical concepts will not just benefit human rights education, or learning as described by Reardon (2009), but have the potential to improve learning for students in all content areas in school. Shifting the focus from the current purpose of education, to meet objectives and create workers, to a new purpose that values and encourages authentic learning will be challenging. It will require the engagement and support of the American people, the stakeholders in the educational system. The methods for determining and measuring the success of schools, teachers, and students will need to expand since true, authentic learning often cannot easily be measured on a multiple-choice standardized test.

Perhaps implementing human rights education, with its focus on transformation, empowerment, and critical thinking, can help to demonstrate the usefulness and benefit of this approach to education and the resulting student achievement. An effective human rights curriculum has several specific elements, including a focus on dialogue, critical perspective, commitment, inquiry, and culture. Several models of human rights curriculum have been proposed.

Implementation of Human Rights Education

Tibbitts (2002) describes three models of human rights education. Two of the models are the Accountability Model and the Transformational Model. These models are targeted to specific people and groups. Learners in the Accountability Model are involved in human rights education because of their jobs or profession, such as social workers. They are in some capacity responsible for ensuring human rights are protected and abuses prevented. The goal of this model is not transformational change for the learner, but the protection of human rights of those for whom they have responsibility. The Transformational Model is geared toward people and groups who have experienced human rights violations. In this model, people learn about the human rights they have and how to claim and advocate for those rights for themselves.

In the third model described by Tibbitts (2002), the Values and Awareness Model, the goal is to increase the knowledge of a wide range of people about human rights and issues, as well as to help integrate a value for them in the public. The pedagogy of this model is to engage learners and develop critical thinking skills. Empowerment and critical human rights consciousness are welcome outcomes of this model but not necessarily expected; instead, learners would be prepared to engage with future messages

and involvement with human rights. A danger of this model is that teaching can become the simple transmittal of knowledge and not foster more sophisticated epistemological beliefs. The integration of human rights-related lessons in history courses is an example of the Values and Awareness Model. This is consistent with the goals of the United Nations regarding human rights education to seek “to gain wider public appeal, including establishing logical linkages with civic education, citizenship education, and moral education” (p. 116).

The three models together form a “dynamic human rights infrastructure” that, according to Tibbitts (2002) would be the goal in every society (p. 169). The goal is to help the target groups through self-reflection and community to recognize and prevent human rights abuses. It is possible, but more complicated, to implement the Accountability and Transformational Models in schools. The Value and Awareness Model would be the most appropriate for implementation in American public schools because it would allow for all students to be exposed to basic knowledge and skills associated with human rights education. Currently, this type of human rights instruction does not occur in any systemic, organized, or widespread manner. A curriculum or program for human rights education could draw on the larger themes that are gaining wider acceptance in education, such as transformative learning, empowerment, and building critical thinking and epistemological beliefs. There are also several other key elements of the Values and Awareness Model of human rights education that should be emphasized within and in addition to those wider themes. Effective human rights education requires the inclusion of the following elements: dialogue, a critical pedagogy, inquiry, and culture.

Dialogue

Reardon (2009) argues that “peaceful political processes are learning processes” (p. 28). In order to work toward peace and the realization of human rights, institutions and people need to be taught that politics is about the wellbeing of everyone rather than simply gaining power. This learning process is dependent on productive dialogue and attentive listening. Transferring this argument to the school setting would mean that “all citizenship education should include education for dialogue as preparation to mediate institutional learning” (p. 28). This is particularly important when engaging in dialogue about controversial topics or significant problems, such as those found when addressing human rights abuses and their justification. Snauwaert (2019) discusses a “dialogical turn in various methodologies of normative justification, placing dialogue at the center of ethical and moral justification” (p. 4). It is logical to conclude that if human rights learning is going to occur, this focus on dialogue should become part of the pedagogy of human rights education.

Critical Pedagogy

Critical pedagogy is another key element of human rights education. Magendzo (2005) discusses critical pedagogy in relation to teachers in Latin America. He argues that teachers should be the advocates of rights but that they are “caught up in an authoritarian culture and lack a critical approach to their educational work” (p. 141). In order to teach for human rights, educators need to have an awareness of human rights and to feel empowered to claim them as well. This is not always the case and results in a challenge for human rights education. According to Reardon (2009), “neither public discourse nor public education has provided a hospitable environment for reasoned and

reasonable political discussion or critical learning, particularly as regards to reasoned reflection on alternatives to the prevailing order” (p. 30). Critical pedagogy that results in critical learning is crucial for human rights and peace education. Learners must have the willingness, ability, and opportunity to question and think critically about human rights issues.

Inquiry

Part of critical pedagogy is fostering a climate of inquiry in instruction. Reardon (2009) explores the concept of queries instead of questions. Questions are focused and usually have a right or wrong answer. Queries, on the other hand, are broader, can generate more than one, or not even one, correct answer or response, and open the door for the discussion of multiple possibilities. The exploration of a query through inquiry and dialogue leads to authentic learning. According to Meintjes (1997), in human rights education “we should accept the more difficult challenge of identifying and assessing the development of each student’s own critical, conscious, and creative thinking in which a strong respect for human rights is consistently reflected” (p. 77). An emphasis on thinking, inquiry, and knowledge as an ongoing process will help to develop students’ critical consciousness of human rights. The connection between inquiry and empowerment is articulated by Meintjes (1997) when he discusses Freire’s concept of conscientization, a process of authentic learning, developing awareness, and realization of the ability to affect change.

Culture

The question of universality of human rights and interaction with culture is a broad and complex topic. However, several key ideas could be helpful in thinking about

culture in relation to human rights education. Al-Daraweesh and Snauwaert (2013) state that “the embodiment of human rights principles is contingent on engaging culture and community, not only as a partner and supporter of the educational process, but also as an informer and director of education” (p. 391). The idea of a culture and community not only supporting education but also having a say in it is significant to American education. If human rights are going to be taught in public schools, this reciprocal relationship will need to be nourished. Educators also have to be aware of the diverse cultures present within American public schools and their local school community. An understanding of culture and, more importantly, a willingness to learn about the cultures of students, will go a long way to ensuring that the content of human rights education is accepted and embraced. Feucht and Bendixen (2010) argue that epistemological beliefs are socially constructed and therefore culture has an impact on the development of epistemological beliefs. Culture also plays a role in how students learn, their identities, and what they value, which are all important considerations in the classroom, no matter what the content being taught.

Intersection of Human Rights with Discourse and Meaning-Making

Gee (2015), Sfard (2015), Clarke (2015) and Bruner (1990) consider how discourse, culture, meaning-making, and learning are interrelated and how each is dependent on the others. When teaching to integrate human rights into history instruction, how students talk about and interact with the content combined with the cultural identities they bring with them impact how they learn and make meaning.

Discourse

Gee (2015) describes a specific type of Discourse, with a capital D, as a set of communication tools that people use to engage with others in specific settings.

Additionally, Sfard (2015) considers how children can learn best in school, both from one another and from activities and experiences designed by the teacher. She defines school learning as “gaining mastery over a well-defined form of communication” (p. 250).

Examining the learning of history with a human rights perspective as its own Discourse is one possible approach that will allow for the exploration of the topic. Students are expected to engage with the Discourses of school, history classrooms, and now with the learning and use of new vocabulary and concepts related to human rights. Focusing on the language and discourses that students use can help teachers and researchers to understand how students learn and whether specific curricula and instructional strategies are effective.

Meaning-Making

Examining students’ use and development of a historical and human rights Discourse and the associated meaning-making can allow researchers to build understanding of student experiences and learning in the classroom. Changes in discourse can be observed through classroom discussions, student writing, and use of language and vocabulary. Gee (2015) argues that students should be taught and apprenticed in the Discourse they are trying to acquire. This includes formal instruction in vocabulary and concepts, as well as giving students opportunities to use the vocabulary and knowledge in authentic ways through interactions with peers and others. Finally, meaning-making can be observed through social and classroom interactions. According to Bruner (1990),

because people are members of a culture “meaning is rendered *public* and *shared*” (p. 12). Barton and Levstik (2004) also argue that sociocultural theory incorporates the idea that “human thought and action are embedded in social contexts that extend beyond the individual” (p. 17). Further, they assert that “people do not simply construct historical knowledge on their own; they do so as part of one or more social groups” (Barton & Levstik, 2004, p. 17). They conclude that “we will be able to make sense of how students have developed their ideas only if we understand the settings in which they have encountered that past” (p. 18). Students do not create meaning by themselves; it is a social and group activity.

Intersection of Human Rights Education and Transformative Learning

An emphasis on and value for a transformative approach to pedagogy and curriculum is a potential major implication of human rights education. Transformative learning would be evident in a change in students’ attitudes and interests as well as their willingness to engage in new experiences. Many educational theorists have espoused the transformative approach. Dewey (1929) argues that “progress is not in the succession of studies, but in the development of new attitudes towards, and new interests in, experience” (p. 37). Pugh (2011) expands on Dewey’s (1929) belief in the importance of connecting education to everyday experiences. Pugh (2011) defines a transformative experience as “a learning episode in which a student acts on the subject matter by using it in everyday experience to more fully perceive some aspect of the world and finds meaning in doing so” (p. 111). This use has behavioral, cognitive, and affective aspects. The behavioral aspect and key to a transformative experience, and long-term learning, is that children use the concepts or skills outside of school in a situation where their use is

not mandatory. The cognitive aspect involves an expansion of perception that changes how children view the world, while the affective aspect is characterized by a connection between the value and usefulness of the content.

Dewey (1929) addresses the importance of weaving education into the lives of students. He believes that school should not be isolated from social life because that would cause the value of education to be “conceived as lying largely in the remote future; the child must do these things for the sake of something else he is to do; they are mere preparations” (Dewey, 1929, p. 35). By nurturing the connection between school and social life, students are more likely to see the value in what they are learning. According to Reardon (2009) “the potential of human rights as the means to cultivate transformational thinking lies in viewing all human rights norms and standards as a whole, an integrated ethical system” (p. 3). Human rights issues surround students every day. The transformational approach to learning about them should be incorporated into the educational system.

Distinction between Human Rights Education and Learning

These aspects of the transformative approach are echoed by Reardon (2009) when she argues for human rights as an integral part of peace education. She describes transformation using the metaphor of putting flesh on bones or “the substance of profound and lasting change of such a nature as to reconstitute the very body and organic functioning of a person or society” (p. 3). According to Reardon (2009), the realization of human rights is contingent on helping people to internalize values through active and reflective involvement in the learning process. This is the only way that knowledge and skills become useful in the effort to make positive and lasting changes to social and

political systems. Reardon (2009) also makes the distinction between human rights education and human rights learning. Human rights education is simply transferring knowledge and possibly knowledge about skills to the student. Human rights learning, however, “seeks to establish linkages among human rights problems to illuminate the relationships of the problems to the lives of the learners” (Reardon, 2009, p. 5). This emphasis on the connection between the content and the learner, helping to make the content both relevant and timely, is the essence of transformative learning. Although this distinction is meaningful and important when specifically discussing or designing transformative content or activities, the term human rights education will be used consistently throughout this paper because of its prevalence in the majority of the research and literature.

Teachers and Transformative Learning

Bajaj (2011) argues that teachers play an important part in building a system for human rights education. He states that “teachers’ own transformation should be central to discussions of the educational reform” (p. 208). When teachers experience transformational learning, they apply it to their own lives and are more likely to share it and its significance with their students. In India, Bajaj (2011) found that teachers became allies to students in fighting for their own human rights. Their training and educational experiences transferred to action that could be taken in real life in the community. This required a critical pedagogy that challenged teachers to be willing to learn and create an environment of critical inquiry, to respect the affective impact on all students, to critically examine and be willing to change their own prejudices and biases, and to change their behavior and attitudes to reflect human rights principles. According to Bajaj (2011), “a

combination of student action and the legitimacy of human rights concepts afforded by teachers – and sometimes textbooks – could result in positive changes” (p. 217). It is interesting to contemplate what a similar effort in American schools could accomplish.

Considering the Goal of Human Rights Education

The ultimate goal of human rights education, and therefore also the goal of integrating human rights education into history instruction, is to empower people to claim their human rights and fight for the rights of others. According to Meintjes (1997), “human rights education as empowerment requires enabling each target group to begin the process of acquiring the knowledge and critical awareness it needs to understand and question oppressive patterns of social, political, and economic organization” (p. 66).

Once aware of and questioning oppression, people must be willing and able to overcome the previously established system and create a new organization where everyone’s human rights are respected. It is important to examine the oppressive and hierarchical systems that exist and how they affect people and their lives, as well as the pedagogical approaches that can address the inequities and human rights abuses.

Violence and Oppression

Reardon (2009) argues that understanding violence as a phenomenon and as a system is crucial to human rights education. Systemic economic, social, and political violence is the primary form to be addressed by human rights education because interpersonal violence is often a result of and directly related to these broader issues. According to Reardon (2009), violence results in people’s loss of dignity. Violence is defined as “intentional, avoidable harm – usually committed to achieve a purpose” (p.

14). The purpose of violence could be to achieve some economic or political end or to maintain the social hierarchy or organization.

Oppression and violence can be woven into a society's organization and traditions and it can also be enforced and committed by the government. According to Reardon (2009), governments generally want to be supported and do not welcome criticism. While this is supposed to be less of a problem in a democracy, government resistance to criticism and desire to be supported exists and takes concerted effort to counter. When the state government has a role in creating curricula, it is "often written to socialize to the acceptance of the prevailing structures as the normal order, best left as it is" (p. 26). This perpetuation of the social order through its educational system is a well-established criticism of formal education. Reardon (2009) argues that the first step toward the realization of human rights and peace is for governments to engage in a dialogue with its citizens. This dialogue can lead to learning and then to social and political change.

The Role of the Educational System

The educational system plays a role in pursuing change that results in the realization of human rights for all. Freire (1970) described authentic education as "not carried on by 'A' *for* 'B' or by 'A' *about* 'B,' but rather by 'A' *with* 'B,' mediated by the world – a world which impresses and challenges both parties, giving rise to views or opinions about it" (p. 160). Authentic education requires dialogue that is both a product of critical thinking and produces additional critical thinking. According to Freire (1970), dialogue cannot occur between oppressors and the oppressed because there is an inherent conflict in one person or group denying another's right to speak. He further argues that "those who have been denied their primordial right to speak their word must first reclaim

this right and prevent the continuation of this dehumanizing aggression” (p. 157). If the right to speak their words, or their truth, is a human right then the oppressed must claim that right from the oppressor. The argument can logically be made then that people, the oppressed, have a basic right to an education that informs them of their human rights. Without knowledge of the human rights to which they are entitled, and have the right to demand, they cannot claim them from the oppressor. Schools should be the place where the education happens that will allow oppressed people and groups to understand and claim their rights. And, conversely, to free oppressors from beliefs and values that lead them to oppression (Meintjes, 1997). Once people feel that they can speak up and make change happen, they are empowered.

Epistemology, Critical Thinking, and Empowerment

Personal epistemological beliefs and processes of critical thinking are significant aspects of human rights education. Reardon (2009) states that “while education is too often the ingestion of lifeless subject matter through narrowly prescribed procedures, true learning is an organic, vibrant process through which we develop our human identities and social capacities” (p. 23). She argues that this education cannot be simply given; “it must be generated” (p. 23). The distinction between the transfer of knowledge and essential skills for productive work and learning that enables students to interact with society and impact human rights is a matter of critical thinking and epistemology.

Critical thinking involves reflective thought that Dewey (1909) states is “active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it, and the further conclusions to which it tends” (p. 7). In order to think critically, a student needs a problem that is defined by Dewey (1909) as

“whatever – no matter how slight and commonplace in character – perplexes the mind so that it makes belief at all uncertain, there is a genuine problem or question involved in the experience of sudden change” (p. 9). In human rights education, having a problem that is relevant and interesting for students to think about allows them to reflect and build critical thinking skills that utilize reason and evidence. This also allows students to avoid some mistakes in thinking that occur because of a natural inclination to go with their own self-interest. In this way, according to Dewey (1909), education may also help to “undermine and destroy the accumulated and self-perpetuating prejudices of long ages” (p. 25). Abrami, et al. (2015) describe two types of intervention that are helpful in developing critical thinking skills – opportunity for dialogue and authentic or situated problems. Mentorship by an adult or experienced individual is also beneficial when added to one of those strategies.

Meintjes (1997) discusses the connection between Freire’s epistemology and the concept of empowerment. He argues that people continuously interact with the world and have the ability to think critically, reflect, and ultimately take action to make a change. This is very different from the idea of students as empty vessels into which to pour knowledge. Human rights education needs to take into account the epistemological beliefs of the learners. Human rights learning that is truly transformative requires a more sophisticated personal human rights epistemology. Understanding the stages through which learners will progress is important to human rights education. Kuhn (1999) explains that in epistemological meta-knowing, the initial absolutist stance is when people are simply receivers or seekers of knowledge; it resides outside of them. A higher level of epistemological thinking is more difficult to achieve; when the view is

internalized that people are constructors of knowledge and there may be more than one valid representation of reality. Most people advance to the multiplist level around adolescence. A key step to reaching this level is that people are exposed to a variety of opinions and realize that experts disagree about certain issues. The problem with remaining a multiplist is that people believe that all opinions are equally right and there is no need to provide evidence or make judgments. Only a few people progress to the evaluative level. At this level, it is understood that all opinions are not equal and knowing is a process. Judgement, evaluation, and argument must be utilized to form informed opinions that can be compared with others (Kuhn, 1999, p. 22). Less developed epistemological beliefs would make it more challenging, but not impossible, to teach about human rights. The transformative nature of Reardon's (2009) human rights learning could be a mechanism to help students understand that they can create knowledge and take action.

Conclusion

Teaching history with a human rights perspective would provide an opportunity to enrich an existing school subject (history) while providing a means to integrate a critical and neglected topic in American schools (human rights). Understanding how this integration affects student learning and how students experience this type of instruction is valuable to the future of education and society. Reardon (2009) argues for the “fulfillment of the Freirean promise of education as a means to the realization of human rights through that form of human rights learning defined as conscientization – awakening to awareness of the realities of our lives and societies and the interrelationship between these two realms of human experience” (p. 7). Human rights education is

desperately needed in American schools and society as a whole. People need to understand their basic human rights and be empowered to claim them. They need to know that they have a duty to others not to deny human rights, and that they can expect the same from others and the government. Public schools would be the most logical place for this education to occur. Almost everyone will attend one at some point, 49.4 million enrolled in public schools compared to 4.7 million in private schools in 2020, so it is the most opportune place and time to ensure that everyone has access to basic knowledge and skills regarding human rights. People must have this basic education, and learning experience, or they will not know the rights to which they are entitled and justified in demanding.

Making human rights education happen in public schools will not be easy, or it probably would have happened already. The root of the problem of implementing of human rights education is that the purpose of education is not currently aligned to the type of pedagogy and curriculum that would be required. American education is focused on creating students who can pass tests and get jobs. However, I argue that there are some opportunities through which to begin the work of human rights education. There are some widely accepted curricular and pedagogical movements that would work well to integrate with human rights education. Transformative learning theory, popular in science education, can be utilized in all content areas (Pugh, 2011). The idea of empowerment through human rights education could be woven into social and emotional learning as well as other content areas. Focusing on critical thinking and epistemology would also allow for skills needed to study human rights to enter the school environment. I assert that history classes are ideal places to integrate human rights content and skills with the

goal of creating a society that values peace, engages in constructive politics, and ensures the human rights of its people. Building a better understanding of how students learn and experience the integration of human rights learning in history instruction is the goal of this proposed study.

Rationale for This Study

This qualitative case study is important for several reasons. It has theoretical significance because there is a gap in the literature about teaching history through a human rights perspective. There has been a significant amount of research done on human rights education around the world. However, very little of this research specifically addresses teaching history with a human rights lens and how students learn and experience that instruction. While it is generally accepted that teaching about human rights is important, this type of instruction is largely absent in American public schools. This study also has practical significance because it will shed light on how students learn throughout a history unit with a human rights lens. This has the potential to help teachers, teacher educators, and curriculum and educational leaders to better plan and prepare both students and teachers for life in a pluralist participatory democracy that values and advocates for all human rights.

Rationale for Qualitative Methods

According to Mack, et al. (2005) “the strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. It provides information about the ‘human’ side of an issue – that is, the often-contradictory behaviors, beliefs, opinions, emotions, and relationships of individuals” (p. 1). This proposed study will focus on students’ experiences, discourse, and learning

during a history unit taught through a human rights lens. The goal is not to measure students' learning or quantify their experiences, but to understand how they and the class as a whole build meaning and understanding through interactions and discourse. Creswell (2013) describes several characteristics of qualitative research, including a "natural setting, researcher as key instrument, multiple sources of data, inductive and deductive data analysis, participants' meaning, emergent design, reflexivity, and holistic account" (p. 234-235). All of these characteristics, to some degree, are present in this proposed study. The research will occur in the classroom, a natural setting. The researcher is also the teacher and therefore is integral to both implementing the study and the topic of the study. Multiple sources of data will be examined, including student-created artifacts, reflections, and written discussions. The data analysis process will be inductive as the researcher creates themes from the data collected but will also be deductive to ensure that adequate data is used. The focus of the proposed study will be on the students and their experiences. The researcher will make all efforts to balance the needs for a well-designed and planned study and an emergent design that takes unanticipated events into consideration. Reflexivity will be crucial since the researcher is also the teacher; the role of the teacher and any possible bias will be clearly articulated. The goal of the proposed study will be to create a holistic account of students' experiences and learning throughout this history unit with a human rights lens.

Problem Statement

Human rights education is absent in many public schools in America, largely because it is not prioritized and the emphasis is on other subject areas. One possible solution to this problem is to teach history with a human rights lens, integrating human

rights concepts and allowing students the chance to discuss and analyze historical and current events from a human rights perspective. Little data exists on how students would experience and learn from this type of instruction. This proposed case study aims to gather data that can begin to create a holistic picture of students' experiences throughout a unit of historical study with a human rights lens.

Purpose Statement and Research Questions

The purpose of this study is to explore the experience, discourse, and learning of high school students as they engage in studying a historical unit on the Civil Rights Movement with a human rights perspective. Designed as a qualitative case study, it will enable students' sense-making and discourse to be explored within the culture of the classroom.

This study will address gaps in the literature. Research on teaching and learning history with a human rights perspective is extremely limited in the United States; most studies have been conducted in Europe or in countries emerging from recent conflict or human rights crises. Since those contexts and cultures are quite different from the U.S., additional research is necessary to understand students' learning and classroom experiences in an American school. Additionally, while students' discussion of controversial political topics has been the subject of research, there is little, if any, literature that focuses on discourse in history instruction with a human rights perspective. Given the connections between discourse and citizen involvement in a participatory democracy (Hess, 2011; Levy, et al., 2017) and the importance of classroom discourse about real-world issues (Gee, 2015), further research is critical.

The proposed case study will provide insights into how students experience and learn about history with a human rights perspective. This has theoretical significance because of the lack of research in this specific area. The study will add to the literature, and since it focuses on a single instructional unit and group of students, it has the potential to identify future avenues of research. The case study also has practical significance for the students in the study because they will learn about the Civil Rights movement, human rights, and how to reflect on their own learning. The results of the study also have the potential to inform teachers, teacher educators, and educational leaders about how students experience and learn history with a human rights perspective.

This study will be guided by the following questions:

Within a unit of instruction about the Civil Rights movement taught through a human rights lens:

- (1) In what ways do students independently reflect on history and human rights in their written discourse?
- (2) In what ways do students collaboratively reflect on history and human rights in their written discourse?
- (3) In what ways do students engage in analysis and critical thinking through written discourse?
- (4) In what ways do students reflect on their experiences?

Chapter Two

Literature Review

The literature reviewed here comes from three main areas. The first section includes research studies and theoretical articles that focus on students' understanding of human rights and the implementation of human rights education, especially in the United States. The second set of literature addresses teaching history with a human rights perspective. Much of this research comes from outside the United States. There is one notable study from the U.S. that offers an important perspective. The third set of literature addresses discourse in general and specifically in history instruction. There is a significant variety of research on this topic. The gap in the literature exists at the intersection of these three areas. I have not found comprehensive, relevant research that addresses the discourse and learning of students during history instruction with a human rights perspective.

Human Rights and Human Rights Education

Human rights and human rights education in the United States has a complex history that has led to research into how students understand human rights, and how human rights education has and has not been implemented and embraced in the United States. Many of these studies have offered insight into future paths to improve the plight of human rights education in the U.S as well as areas that require further research. This section of the literature review will explore key research studies and theoretical articles that describe aspects of human rights education, focusing as much as possible on the United States. The impact of human rights education and how students experience it depends on the location and context in which it is being implemented (Barton, 2015;

Osler, 2015). Studies show that students bring their prior experiences and perspectives to their study of human rights (Barton, 2015; Kim, 2019). The knowledge and skills that students gain regarding human rights are also directly related to both the context, content, and focus of any formal instruction they get and how that is connected and framed within their prior knowledge and experiences (Barton, 2020; Torney-Purta et al., 2008). Key to this process is how students talk about human rights – the language and vocabulary that they use to build understanding of human rights in their lives and communities and make meaningful connections to human rights globally (Gaudelli and Fernekes 2004; Russell, 2018; Torney-Purta et al., 2008). Russell (2018) calls the change in discourse from local to global “vernacularization” while Gaudelli and Ferneles (2004) focus on the process of “countersocialization” as a way to help students to challenge their own previously established beliefs. Sirota (2017) offers a comprehensive accounting of the history of human rights education in the U.S. and explores what leaders of a human rights organization see as the barriers and possible solutions to the inclusion of human rights education in American schools. Finally, Grant and Gibson (2013) describe the relationship of human rights and social justice, making the case that human rights education is a key part of the path to social justice. In fact, they argue that education for human rights is the focus of social justice and that realizing true equality through social justice may require rethinking the purpose and process of American schooling.

Human Rights Education: Context, Location, and Experience

Barton (2020) posited that “the language of human rights has become a powerful force – among governments, nongovernmental organizations, and grassroots movements – in arguing for overturning systems of oppression, furthering social justice and human

capabilities, and developing peace, equality, and social cohesion” (p. 189). The power of human rights language can be realized through human rights education that embraces the goal to “develop students’ willingness and ability to work toward greater protection of human rights, for themselves and others.” (p. 190). In a 2020 study, Barton aimed to fill a gap in research on how students think about and understand human rights, since “advocacy of human rights education has outpaced empirical evidence of students’ thinking about the topic” (p. 190). In this study, Barton (2020) interviewed 116 students who had studied human rights at 11 sites in four different countries: the United States, Northern Ireland, Republic of Ireland, and Columbia. These sites were chosen based on the ability of the researcher to gain access, as well as the presence of human rights instruction. The purpose of the study was to “gather evidence of how they thought about the topic – particularly what they thought cause human rights to be violated, the mechanisms that can be used to protect or ensure human rights, and the nature of their own ability to influence such protection” (p. 192). Data for the study were collected by interviewing small groups of students with task-based and open-ended questions. The interview started with students being shown a set of 16 images with descriptions, each representing a right from the Universal Declaration of Human Rights. The students were asked to choose which four of the rights they thought would best represent human rights. Students were then engaged with follow-up questions about how these rights could best be ensured and which they could personally influence.

According to Barton (2020) the students in the study “displayed a broad but underdeveloped understanding of how to protect human rights.” His discussion pointed to two overarching ideas: that students lacked specific knowledge about the roles that

societal institutions and the government played in violating and protecting human rights and that when students discussed human rights, they focused on factors they had experienced or observed. More specifically, Barton (2020) discovered in this study that “students emphasized precisely those factors they had directly observed or experienced – charity, volunteerism, education, interpersonal behaviors, protests, petitions, and so on. Much less prominent were legal, diplomatic, economic, or other institutional policies and procedures, even though students often recognized their importance” (p. 206). Therefore, students were lacking knowledge and understanding of a key aspect of ensuring human rights, the roles of government and institutional entities. As a result of this finding, Barton (2020) argued that “in order to develop more complete and robust understandings of human rights, then, students should experience a curriculum designed to provide knowledge they cannot gain through personal experience” (p. 206-207). While many curricular materials focus on developing conceptual understanding, increasing knowledge of international agreements and direct action, including engaging narratives, and utilizing solid teaching practices, Barton (2020) asserted that none of these “aims to teach students a systematic body of knowledge about the institutional practices involved in protecting human rights” (p. 208). This knowledge is critical if human rights education has a chance to positively impact society, and schools are a key mechanism to facilitate building this knowledge base. Barton (2020) concludes by arguing that “neither emphasizing human rights documents nor focusing on students’ own experiences is adequate for developing such knowledge. Instead, students need access to a curriculum built, at least in part, around a conception of human rights as political practice” (p.209). This emphasis on political practice – for example, understanding the role of legislatures, governmental

agencies, international courts, and diplomatic arrangements - must be combined with a focus on students by making connections to their prior knowledge and experience, as well as helping them to build their own understanding.

In an earlier study, Barton (2015) analyzed open-ended, semi-structured, task-based interviews with 116 adolescents who were 14 to 17 years old in four countries: Columbia, Northern Ireland, Republic of Ireland, and the United States. He sought to answer the question: “To what extent, then, do students see human rights as operating at local, national, or international levels, and which rights do they consider most salient in different locations” (Barton, 2015, p. 51). Barton (2015) concluded that contextual factors, based on where students live and the background experiences they have had, have a significant impact on how they think about human rights. For example, students in the Republic of Ireland and the United States were more likely to identify human rights issues as occurring in distant countries, such as in the Middle East or Africa, while students in Columbia and Northern Ireland were more likely to point to national issues, such as civil and political rights in Northern Ireland and economic and security issues in Columbia. Kim (2019) noted a similar finding in a study of Korean students’ understanding of human rights, concluding that “students in this study selectively applied the principle of human rights depending on their experiences with different agents of political socialization, who often encourage alarmist thinking about impending crises in Korean society” (p. 264). Barton (2015) and Kim (2019) describe that these differences stem from a variety of possible sources: differences in student home, neighborhood, and school experiences, differences in the types of schools attended, varying socioeconomic statuses, the prevalence of national human rights discourse, and media coverage of

human rights related issues. Barton (2015) acknowledged that the relationship between instruction and students' understanding of human rights is difficult to define because this study did not include classroom observations or investigation of the curriculum or teaching practices. When interviewing teachers, Barton (2015) did find a complicated relationship between instruction and student understanding that sometimes revealed that what was being taught and discussed at school often reinforced the ideas with which students came to school. Because of this, Barton (2015) argues that "in order to develop a more universal and comprehensive understanding of human rights, educators may need to design instruction that supplements rather than reinforces students' prior ideas" (p. 63). This is particularly important because universality is a key aspect of the concept of human rights, as explained by Barton:

Human rights education should not be considered successful if students came away believing either that such issues only affect the citizens of impoverished nations and repressive regimes, or that they should be concerned only with local or national issues. The value of human rights education lies precisely in its ability to promote a common set of standards that can be used to evaluate situations both near and far, under governments both democratic and authoritarian, and in countries both rich and poor. (p. 63).

While Barton (2015) did not note any specific evidence of students' lack of understanding or teachers' limited instruction regarding universality of human rights, he did argue that since student perceptions varied by context that "teachers who hope to expand students' ideas and perceptions, then, may need to take greater steps to emphasize the application of human rights in settings other than those with which they are already

familiar” (p. 64). Barton (2015) identifies several areas for future research based on the finding that students’ backgrounds influenced their thinking. These potential areas for future research include examining students’ thinking in other countries and cultures, investigating differences in student thinking based on demographic categories such as social class, and evaluating the impact of educational experiences, curriculum, and pedagogy, as well as employing different types of research methods and interview strategies.

Osler (2015) articulated some of same observations and concerns as Barton (2015; 2020). In a theoretical article, she described how the learning that students experience about democracy and human rights is largely dependent on what the school leaders and teachers believe to be important and practical enough on which to focus attention. Additionally, what students are taught could also depend on teachers’ interests and expertise. This can impact whether students actually have the ability to claim the rights they are entitled to and apply their knowledge to real-life issues. According to Osler (2015), “consequently, they may believe in abstract ideas, such as equality, but may not necessarily argue for equal rights, such as freedom of religion, for those different from themselves” (p. 257). Osler (2015) also emphasized the importance of considering the backgrounds of the students, including their physical location and their “specific positionings in histories that privilege or repress their voices” (p. 263). The students’ location and position influence their ascribed identities which are often designated by people and groups in power. Osler (2015) argues that focusing on issues of universality and recognition can help to achieve what she states as the goal of human rights education, “to enable solidarity across differences at all scales, including the school, neighborhood,

nation, and wider world” since “any ‘rights gap’ in the school or in wider society undermines our collective well-being and the future of democracy” (p. 265).

Human Rights Education: Roles of Democracy, Discourse, and School

An empirical study by Torney-Purta et al. (2008) examined data from the 1999 International Association for the Evaluation of Educational Achievement (IEA) Civic Education Study to further understand student knowledge of international human rights, attitudes toward international human rights and citizen involvement, and factors that predict differences between and within countries in knowledge and attitudes. The data included survey results from 88,000 students who were 14 years old. Torney-Purta et al. (2008) concluded that experiencing democracy in everyday activities helped to shape student attitudes. “In other words, being in a classroom where students are free to discuss opinions and in a school where students feel that they can participate in a productive way are both positive for young people’s human rights support’ (Torney-Purta et al., 2008, p. 875). In addition, “students who read international news are more likely to be knowledgeable and to have positive attitudes about human rights even after taking other factors into account” (Torney-Purta, et al., p. 875). They also identified three areas that contribute to the ability of psychologists, social scientists, and educators to increase the knowledge and willingness of students to act on human rights. First, Torney-Purta et al. (2008) emphasize how much of a role political context plays in how much students know about human rights. For example, “factors related to the implementation of guarantees of human rights for adults in the country (indexed by the Freedom House index) and how long a country has been a democracy both relate to young people’s knowledge and attitudes” (Torney-Purta et al., 2008, p. 876). Second, students who experience

democratic ideals and processes at school are more likely to appreciate the importance of human rights. Therefore, according to Torney-Purta et al. (2008), “creating an open and respectful climate for discussion in the classroom and giving individual students a voice in their schools should be encouraged in the practice of teachers and administrators by relevant policy initiatives and training” (p. 877). Third, in order to increase the willingness and commitment of policy makers to support human rights education, broad research that encompasses country and multiple country comparisons is necessary to provide compelling evidence.

In a case study of a year-long human rights program for high school students in New York City, Russell (2018) sought to answer the following questions: “to what extent does HRE influence students’ knowledge and attitudes about human rights?” and “How do students engage with and translate global human rights to the local context?” (p. 567). To address these questions, Russell (2018) used the lens of vernacularization, which is “how global ideas are translated and reinterpreted into local context” (p. 567). Specifically, she used vernacularization “as a lens to interpret the process through which students reframe global human rights discourse to interpret their everyday realities” (p. 567). Russell (2018) argues that when students learn about international human rights and its associated language through making connections to their own lived realities, their knowledge and attitude changes have more significance. The students in this mixed method study were in grades 10 and 11 at urban public high schools serving low-income, minority students that participated in a human rights education course offered by a nonprofit. Importantly, this course focused exclusively on human rights education and students had very little knowledge of human rights prior to taking the course. The goal of

the human rights curriculum followed in the course was to “raise awareness about human rights issues and to foster advocacy skills to protect human rights” and “included both global and local topics but also focused on fostering social justice, civic agency, and engagement with human rights issues through a cognitive and action-oriented pedagogy” (p. 571). Data collected through the study included beginning and end of course surveys, interviews with students, and classroom observations.

Russell (2018) concluded that students not only gained knowledge of human rights over the course of the year but also “were better able to make connections between human rights and local issues and global human rights language and apply it to their own lives” (p. 585). The content of the course was presented from an international perspective but students then applied the ideas to their personal or local experience and were able to increase the relevance of the human rights content to their own lives. Because of the timing of the study, students were keenly aware of prevalent local, current issues related to police brutality and racial discrimination. According to Russell (2018), “the temporal context of heightened police brutality against unarmed Black men may have increased the relevance of the HRE course and served as a mechanism for the vernacularization of global human rights” (p. 585). Encouraging students to use the language of human rights helped them discuss their personal rights and related issues from their everyday experience. They were able to expand their idea of rights from the primarily civil and political rights focused on in American founding documents to socioeconomic rights that form a substantial part of the international human rights framework. While this is especially valuable for marginalized communities, not all students felt confident in their abilities to make effective change. Russell (2018) argues for the need for further research

as well as more emphasis on human rights education in American schools, since “little attention is paid to human rights issues in the US context or to teaching US students about human rights” (p. 587). “This study shows that in analyzing US problems through a global human rights context, we begin to move away from a stance of moral superiority and uncover issues within our own society” (Russell, 2018, p. 587). This would allow for the increased use of human rights language to identify and work to address major American social issues.

In an action research study, Gaudelli and Fernekes (2004) explored this research question: “How do students respond to an HRE curriculum that emphasizes the dimensions of global citizenship?” (p. 21). The HRE unit was taught in two classes in a high school and data included a variety of sources including student and teacher interviews, surveys, and reflections. Gaudelli and Fernekes (2004) concluded that students found the topic to be important in their overall studies and that their understanding of the topic expanded over the course of the unit. A key aspect to the instruction of the unit was the idea of countersocialization in which students are taught to think independently and practice critical thinking, especially when it comes to examining and appraising what they have already learned or been socialized to believe. According to Gaudelli and Fernekes (2004), this HRE unit was “successful to some degree in ‘countersocializing’ these adolescents to reexamine their knowledge base, attitudes, and values with respect to human rights” (p. 23). Developing this ability is important for citizens in a democracy and, according to the authors, works well with the Values and Awareness Model of human rights education described by Tibbitts (2002). In a conclusion similar to Russell’s (2018), Gaudelli and Fernekes (2004) suggest that

“teachers need to help students see beyond their personal and national experiences with rights and move them toward developing empathy for others, so that they are not myopically focused on global counterparts who are like themselves” (p. 24).

Human Rights Education in the United States

Sirota (2017) examined how human rights and human rights education have evolved in the United States since the creation of the Universal Declaration of Human Rights in 1948. She argues that “presently, HRE has only a minor presence in U.S. schools, if it is there at all” (p. 102). Despite the commitment of Eleanor Roosevelt to human rights as a mechanism for peace, it has not maintained a presence in American culture, politics, or education. According to Sirota (2017), this is at least partly due to “U.S exceptionalism” which “is the idea that the United States is special in some regard, and so cannot be held accountable by other countries or by the UN for its human rights record” (p. 102). Therefore, it has been organizations not linked to the government that have developed to advocate for human rights and human rights education, such as Amnesty International, Human Rights Watch, and Human Rights Educators USA (HRE-USA), a network of individuals and organizations. While the U.S. has voted for the United Nations Declaration of Human Rights Education and Training, it did so with the caveats that the national government has little control over public education and that it does not consider human rights education to be a human right. The United Nations Declaration on Human Rights Education and Training defines human rights education explicitly in Articles two and eight:

Article 2

1. Human rights education and training comprises all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing, inter alia, to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviours, to empower them to contribute to the building and promotion of a universal culture of human rights.

2. Human rights education and training encompasses:

- (a) Education about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection;
- (b) Education through human rights, which includes learning and teaching in way that respects the rights of both educators and learners;
- (c) Education for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.

Article 8

1. States should develop, or promote the development of, at the appropriate level, strategies and policies and, where appropriate, action plans and programmes to implement human rights education and training, such as through its integration into school and training curricula. In so doing, they should take into account the World Programme for Human Rights Education and specific national and local needs and priorities.

2. The conception, implementation and evaluation of and follow-up to such strategies, action plans, policies and programmes should involve all relevant stakeholders, including the private sector, civil society and national human rights institutions, by promoting, where appropriate, multi-stakeholder initiatives.

The growth of networks like HRE-USA and a position statement passed by the National Council for the Social Studies (NCSS) illustrate a recent slight movement toward more inclusion of human rights education. This dichotomy between national and federal resistance to fully embrace human rights and human rights education and grassroots movements to advocate for them has led to several barriers borne out of the uncertainty. Sirota (2017) describes four of the barriers to implementing human rights education that she discovered through interviews with leaders of the HRE-USA organization. First, many people have not been exposed to human rights in school or been taught about them in a full and meaningful way, leading to a lack of understanding, knowledge, and vocabulary to enable constructive discourse. Second, many teachers are not prepared to engage in human rights education because the topic is not taught in pre-service teacher education programs or focused on in ongoing professional development. Some of the people interviewed shared “concerns that, due to the lack of understanding of what HRE is and how to teach it, teachers fear that HRE will create student activists who will no longer listen to them or that school administration or parents will consider it controversial” (p. 112). Third, very little time exists in the school day for human rights education because of the existing required curriculum and focus on preparing students for standardized tests. Many of those interviewed stated that “if HRE is really to be part of the curriculum, it must be part of state standards” (p. 113). Fourth, a complex barrier

exists that centers on the previously mentioned idea of U.S. exceptionalism. This barrier manifests in several ways, such as the belief that human rights education is not needed because the Constitution takes care of any rights Americans need. Related to that misconception is confusion over the distinction between civil and human rights and that the U.S. has historically given more weight and attention to civil and political rights than to economic, social, or cultural rights. Additionally, some believe that human rights do not need to be taught in the U.S. for several reasons: America took the lead in creating the UDHR, the UN should not have any say or control over what happens in a sovereign country, and human rights violations do not happen in America. Sirota (2017) argues for continued advocacy and awareness-building through entities such as HRE-USA to increase the focus on human rights and human rights education, especially at the state level in curriculum and standards. This is crucial to “enable the HRE movement to more easily overcome the four barriers – thereby introducing the language of human rights into the public discourse and contributing to the cultivation of a culture of respect for human rights in the United States” (p. 115).

Human Rights and Social Justice

In a theoretical article on the connections between the history of human rights and social justice education, Grant and Gibson (2013) explored the role that human rights have played and play in social justice. They begin by describing that the UN delegates who constructed the international concept of human rights understood that “human rights led to social justice by challenging unequal hierarchies of power, amplifying the voices of the weak, and by working to eliminate the root causes of conflict: poverty, discrimination, and exploitation” (p. 84). They assert that the rights contained in the

Universal Declaration of Human Rights and its overall emphasis on equality and self-determination make up “what governments must do to foster a minimum level of social, political, and economic equality” (p. 84). This is a broader view of rights than the civil and political rights that make up Western and American tradition. It includes those rights as well as those that “emphasize equality, fraternity, and collective responsibility, balancing individual liberties with social responsibility,” such as “the right to work, to education, and to basic subsistence” (Grant and Gibson, 2013, p. 85). This view of human rights also emphasizes the role of the state or government in ensuring its citizens’ economic and social welfare. The UDHR has been criticized as “culturally imperialist” because some argue that the simple emphasis on individual rights over collective rights is inherently Western (Grant and Gibson, 2013, p. 87). Despite the supposed American beginnings of the UDHR, other countries (and cultures) have embraced it and the rights it entails. This has increased the international language associated with human rights and justice. According to Grant and Gibson (2013), “human rights were the specific guarantees – for example, to equal pay, an adequate standard of living, or the freedom of thought – that could promote this vision of social justice” (p. 88). To clarify the connections between human rights and social justice, Grant and Gibson (2013) describe five specific interactions. First, they cite the Civil Rights Movement and its leaders’ efforts to transform it into a human rights movement, noting Martin Luther King, Jr.’s “Letter from a Birmingham Jail” in 1963, followed by other rights movements such as the Gay Rights Movement. Second, they describe the human rights and social justice movements as committed to diversity and cultural pluralism, and therefore designed to explicitly fight against discrimination. Third, Grant and Gibson (2013) point out that “a

commitment to amplifying the voices of those made weak and the oppressed” is the mutual companion to human rights and social justice, and that “amplifying the voices of the weak and oppressed is how human rights – and ultimately, social justice – are realized” (p. 91). Fourth, they argue that the core of the alignment between the social justice movement and the human rights framework is in the focus of both on the economic and social rights that are found in the UDHR, such as rights related to work and pay, education, and social support for those who need it. Finally, “these social justice movements understand the complicity of the state in perpetuating inequality – and thus the state’s responsibility for eliminating inequality” (Grant & Gibson, 2013, p. 92). This is especially true in guaranteeing all people’s right to education, which is a right explicitly listed in the UDHR. This connection between social justice and human rights regarding education is echoed in what Grant and Gibson (2013) describe as social justice education’s pursuit of the right to education as established in the UDHR: “to educate about basic human rights and fundamental human dignity, to foster the dispositions and attitudes that will protect human rights, and to allow for individuals’ full self-actualization and personal development” (p. 94). The radical aspect of this approach to education is that it challenges what has become the popular view of education as serving the needs of the market, capitalism, and the global economy. Grant and Gibson (2013) argue that “this vision not only reframes education as a public good rather than a marketable commodity; it also demands that education be directed toward cultivating an informed and democratic citizenry” (p. 95). This new view of education would include both social justice and human rights education because, according to Grant and Gibson (2013), “part of bringing a social justice and human rights pedagogy to life is teaching

about human rights: their development across cultures and world philosophy, their legal predecessors, their codified birth during the mid-twentieth century, their connection to social movements, their controversial nature” (p. 95).

History Teaching with a Human Rights Perspective

This section of the literature review will outline some of the theoretical and empirical work that has been done on history teaching with a human rights perspective. First, the key concepts from a book published in Germany about combining human rights education and history learning are described. The drawback to this vision is that it aims to treat human rights education and history education equally in the classroom. While this sounds great in theory, it is not practical in public schools in the United States because of time and curricular restraints. Second, the use of historical narratives to teach history with an emphasis on human rights is explored through two empirical studies. Third, the role of teachers and teacher training when using a human rights perspective in history is explained. The importance of teachers and training cannot be underestimated because teachers’ beliefs and backgrounds influence how they understand both history and human rights and how they communicate that to their students. Fourth, a study is described that focused on students’ perspective on history education and the inclusion or exclusion of human rights concepts and history. Finally, the concepts of transitional justice and justice-sensitive education are explored. While these approaches are designed specifically to be used with nations and societies that are transitioning from conflict and violence to peace and democracy, the ideas provide a lens through which to view current events in the United States. It does not seem like a stretch to view slavery, systemic racism, the treatment of Native Americans, the policies regarding immigrants, and other human

rights abuses as justifications to use these approaches when studying United States history and human rights. The sub-topics in this paper share some common broad themes but are distinct enough that they are addressed separately.

History Learning and Human Rights Education

Much of the theoretical, practical, and empirical literature on combining history learning and human rights education comes from Europe and other countries around the world. A book titled *Change: Handbook for History Learning and Human Rights Education* (Lucke et al., 2016), which is essentially a guidebook for teachers on the topic, was published in Germany in 2016 by a team of authors largely of German backgrounds. No research or studies on the content or approach in the book could be identified but a brief overview may prove useful. Engel, et al. (2016) describe history as a combination of two approaches, “being able to tell history by oneself and being able to deconstruct the histories told by others” (p. 18). Both of these approaches focus on historical narratives, telling them and understanding them. Human rights education is described as building an understanding of the basics of human rights, content and background documents, combined with examining the “mind-sets, values, behaviours and actions” while challenging existing injustices and working toward tangible change (Engel, et al., 2016, p. 20). Combining these two subjects can take many forms but the authors point to Holocaust education as an example of how it is often done. Learners study the history of the Holocaust while also being guided by the “human rights education dimensions of educating about, for and through (or within) human rights” (p. 20). However, using only the Holocaust as an example of combining history learning and human rights education is problematic. Engel, et al. (2016) suggest that viewing human rights through an

exclusively western lens results in a narrow interpretation. Instead, a “diverse, entangled, conflicting, and complex” history of human rights would widen learners understanding and conceptualization of what human rights are and who is entitled to them (Engel, et al., 2016, p. 26).

Lucke (2016) describes a specific program called “Change” designed by the authors to combine history learning and human rights education. The name stems from the idea that history learning is about telling the story of change while human rights education is ultimately about taking part in current change and transformation. Teaching history with a human rights perspective has the potential to fundamentally change how learners and others perceive historical content. Lucke (2016) discusses three ways that including human rights principles can impact the study of history. First, it encourages the critique of power because when learners realize that some people and groups control or are left out of the narrative, it is natural to ask why and wonder who has the power. Second, those who have been left out of history become visible and therefore remembered. Third, the combination of history learning and human rights education is empowering because knowledge of both gives learners access to cultural resources and the knowledge and skills necessary to demand them.

Because the program “Change” is focused on giving equal weight to history learning and human rights education, much of content is centered on how to integrate history teaching into human rights education. There are some key aspects of the practical implementation of the program that could be useful to teaching history with a human rights perspective. The “Change” approach advocates a cosmopolitan orientation, emphasizing “multiperspectivity, critical analysis and a global outlook” (Lucke, 2016, p.

95). This approach also includes a focus on democratic and human rights values, less rigid ideas about national identity, and activism. To accomplish these goals, instruction should be interactive and learner-centered. When planning to implement a combined lesson, the authors suggest following a series of steps. First, identify the learner goals and how both history and human rights concepts fit in them. Second, determine what specific theme, event, movement, or topic will be taught. The goal is to “develop creative ways to bring both historical and human rights approaches together in ways that add complexity, critical reflection and motivation to influence one’s present day environment” (Lucke, 2016, p. 99). Third, organize the lessons and include methodologies that allow for learners to interact with the content and each other. Fourth, examine how the lessons created promoted change and whether students can articulate or have experienced change. The goal of this practical section of the book is to encourage “learners to apply their learnings to strengthen human rights in society in their own ways” (Lucke, 2016, p. 101). Prior to achieving this change-making stage, students must learn about human rights in history and connect that knowledge to the present.

Historical Narratives and Human Rights

One method to use a human rights perspective in history teaching is to focus on the historical narratives surrounding a particular event or person being studied. For any given historical topic, there is more than one perspective or version of what transpired. Historical narratives can be different based on who creates them: the winners or losers of a war, the oppressed or the oppressors, different religious or ethnic groups, or many other possible perspectives on an event. Narratives can also differ based on the time period in which they were created and the purpose they were designed to achieve. For example,

many historical narratives are designed to inspire patriotism, or even nationalism, in the people studying them. Nygren and Johnsrud (2018) point out that schools should “problematize simplistic or homogenous accounts of human rights, especially in affluent democratic societies, to ensure that students in those societies do not mistake human rights as an issue which solely pertains to distant, developing countries, and thus fail to see injustices in their local settings” (p. 288). Understanding historical narratives and developing the ability to critically analyze them will simultaneously allow learners to gain more nuanced and broad knowledge about the topic or time period. They will be able to avoid the problem about which Chhabra (2017) warns - that “textbooks’ treatments of violent historical events silence certain voices and amplify others, therefore giving students a limited understanding of such events and alternatives to violence” (p. 149). Studying the historical narratives that accompany human rights issues and abuses will allow learners to identify others’ perspectives and develop a more holistic understanding of the past. This has the potential to help learners to understand the present and to envision possibilities for the future. Researchers have investigated historical narratives in the classroom and textbooks. Nygren and Johnsrud (2018) studied how students learned about the narratives of Martin Luther King Jr.’s life and activism while Chhabra (2018) examined textbook accounts of the Indian partition and then developed a human rights and history education model.

Case Study: Martin Luther King Jr. Narratives. Nygren and Johnsrud (2018) investigated the challenges of teaching about different historical narratives with the topic of Martin Luther King, Jr. Their research question asked if it is “possible in practice for students to critically engage with less dominant perceptions of MLK in order to support

human rights education in the history classroom?” (Nygren & Johnsrud, 2018, p. 288). They used a framework from historians, Michael Oakeshott (1983) and Hayden White (2014), to help them understand the relationship between teaching history and educating for citizenship with an understanding of human rights (as cited in Nygren & Johnsrud, 2018). This framework distinguished between the historical past and the practical past. When studying the historical past, “individuals perceive previous events as academic objects of study, which may or may not have direct relevance to their lived experience of the present” (Nygren & Johnsrud, 2018, p. 289). In this type of instruction, students would examine primary sources, learn to read and think like a historian, and focus on historiography to understand how events and people had been studied in the past. The practical past, on the other hand, “relates to ways of knowing and actively engaging with the past as it relates to daily decisions, contextualization of present social surroundings, or the navigation of individual or group identities today” (Nygren & Johnsrud, 2018, p. 289). This type of inquiry would align with human rights education and allow learners to engage with current issues while taking into consideration events of the past. Nygren and Johnsrud (2018) assert that the best approach may be to have a combined emphasis and allow learners to explore and understand the past as both historical and practical. In this way, human rights education, as connected to the practical past, can be supported by the historical past. An added benefit is that human rights education could support a justification for learning history; “being able to present a direct impact and meaning of the past for the present, for example, supports teachers in explaining the importance of history learning to their learners” (Engel, et al., 2016, p. 23).

In their case study, Nygren and Johnsrud (2018) utilized the concepts of the historical and practical past to examine students' perceptions of MLK and how his ideas relate to contemporary issues. "The teachers in this study addressed how to promote critical thinking about the historical past, while simultaneously trying to show their students how human rights education makes the past practical for understanding civic engagement in the present" (Nygren & Johnsrud, 2018, p. 291). The extent to which this was accomplished was measured using semi-structured individual interviews with students and classroom observations of teachers and students. Both teachers in the study believed that "deconstructing oversimplified single narratives" was key for students to gain a deep understanding of the past that they could then apply to the present (Nygren & Johnsrud, 2018, p. 293). Most of the teaching strategies and materials were the same between the two teachers but one had a psychology background and emphasized the concept of confirmation bias while the other was more interested in politics and spent more time on current political developments. Students were asked to share what they already knew about MLK and then to read the textbook and primary sources to expand their understanding. Then they were asked to connect MLK's ideas and views to the then current event of the protests in Ferguson, Missouri. Students had to hypothesize about what MLK would have had to say about the unrest and violence, and the circumstances surrounding it. Based on their reading, students had a variety of responses that demonstrated that "students are capable of challenging dominant narratives and engaging with primary sources..., while also attending to contemporary notions of civil rights and comparative thinking about the past and the present" (Nygren & Johnsrud, 2018, p. 296). To complete the unit of study, students analyzed quotes from MLK and discussed how he

was viewed as radical for his time but people view him differently now. Students also wrote final essays and were interviewed immediately after teaching and a year later.

Several important findings emerged from this study that encouraged students to explore counter narratives and examine different perceptions of MLK. Students were able to engage with contrasting narratives using textbooks and primary sources. However, when faced with media coverage that perpetuated the sanitized image of MLK as a peaceful hero, many, but not all, students lost sight of some of the critical historical thinking in which they had engaged. This demonstrates how complex it is to challenge dominant narratives. Teachers found that time was a problem when teaching this way; time for history is often limited and this educational design required even more time which necessitated the removal of some of the groups that had originally been included in the unit. Significantly, “teachers found it to be more important to empower students to think critically regarding a smaller number of historical problems than to include more content at a lower level of engagement” (Nygren & Johnsrud, 2018, p. 301). Linking the historical and practical past through history teaching with a human rights perspective can provide this deep level of engagement and critical thinking. Combined with human rights education and the practical past, “history teaching can promote a more nuanced worldview and help students interrogate the past, their present, and, indeed, to become active agents in determining their futures” (p. 303).

Textbook Comparison and History Education Model. In a study that focused on the partition of British India in 1947, Chhabra (2017) examined narratives found in four textbooks from different countries including India, Pakistan, Bangladesh, and Britain. He argues that history education should be part of the discourse on human rights

because it is “an important way of understanding the opportunities for and challenges to, practicing human rights” (Chhabra, 2017, p. 151). Textbooks are an important resource in most history courses and this analysis compared how the narratives treated the partition of British India. The results of the analysis showed four main overlapping themes. First, the way each textbook explained the partition made their leaders look strong and justified the actions of the leaders and nation. Second, the textbook narratives demonstrated a separation between the in-group and the others, an “us and them” discourse (Chhabra, 2017, p. 155). Other countries were portrayed in a negative light and opposing, or different, narratives were challenged. Third, the textbooks did not include primary sources as evidence of their claims and therefore interpretations and opinions were presented as facts. Minority groups in each country did not have a place in the textbook narratives. Fourth, the textbooks did not cover the violence, including violence against women and minority groups, that occurred during the partition and individual voices of people present were not included. Chhabra (2017) concludes that “the partial and one-sided descriptions of Partition deprive the learners of both the ability and the incentive to discuss the important deeper ethical questions about human choice and about alternatives to violence during events of major social and political change” (p. 156). He argues further that the best response to this problem is to integrate human rights education and history education. In this way, viewing the “history of violent conflicts through the lens of human rights fosters both historical consciousness and ‘critical human rights consciousness’” (Chhabra, 2017, p. 156). Integrating human rights education and history education also requires a commitment and method to address problems like those identified in the textbook analysis.

To address the issue of singular narratives, Chhabra (2017) introduces the integrated snail model. In this model, there is a circle with “Singular Narratives” written in it (Chhabra, 2017, p. 157). Extending from that circle is an arc that contains the seven modules of the integrated snail model: self, textbooks, primary sources, oral history, socio-political discourse, place-based inquiry, and outcomes. Module one is the starting point and asks the learner, in this case a teacher or student teacher, to reflect on and examine their own personal experiences and background knowledge regarding the historical event and human rights. Module two requires the learner to critically evaluate the textbook, noting how the narrative may have people or groups missing or portray the event with a particular perspective. Module three focuses on using primary sources to provide missing information or voices as well as counter narratives. Module four brings in the stories of people who were present through oral histories and allows learners the opportunity to be exposed to different perspectives. Module five involves looking at sources such as films, news, print media, and social media to understand how the event was viewed and portrayed globally. Module six encourages learners to think about how particular places, either where an event happened or where it is memorialized, can be sources of historical information. Module seven is a culminating activity that brings together all of the previous modules in the creation of a product, such as a lesson plan. Chhabra (2017) concludes that this model can help to bridge the polarization found in textbooks and the larger global discourse. “History education can provide a critical understanding about the event” while “human rights education can allow for a profound reflection on the personal transformations and societal changes needed to prevent such acts from happening” (Chhabra, 2017, p. 161). Therefore, integrating human rights

education and history education can help to reduce bias and encourage communication and understanding.

Implications of a Human Rights Perspective for Teachers and Teacher Training

When considering how history education can be informed by a human rights perspective, it is important not to leave out the role that teachers and teacher education play. Bajaj (2011) argues that teachers play an important part in building a system for human rights education. He states that “teachers’ own transformation should be central to discussions of the educational reform” (p. 208). When teachers experience transformational learning, they apply it to their own lives and are more likely to share it and its significance with their students. For the most part, it is history teachers who will be implementing this approach and many do not have a background in human rights education. Therefore, providing training and background experience is crucial. This training should include an emphasis on both what is taught, the content of human rights and the history of human rights abuses, as well as how it is taught, the methodology used in the classroom (Petersen, 2010; Holden, 1996). Petersen (2010) describes how the South African Department of Education approaches teaching about the Holocaust as a way to increase awareness and respect for human rights. The basis for this endeavor is helping teachers to “see themselves as agents and shapers of their world, capable of making a difference” so that they can help learners to become critical thinkers who will in turn “become a transformer, a change agent” (Petersen, 2010, p. S28). Petersen (2010) argues that this begins with programs that help teachers to reflect and find their personal meaning and understanding of the Holocaust. These programs should consider teacher identity and provide opportunities for them to examine their pasts and values, teach about

the content and definition of human rights, and develop teachers' skills by modeling strategies that could be used with a human rights perspective (Petersen, 2010; Tibbitts & Weldon, 2017). Several aspects of this approach can be found in a study by Holden (1996) involving student teachers.

Student Teacher Education in the UK and Holland. Holden (1996)

investigated how student teachers in the United Kingdom and Holland responded to an active learning approach that focused on their views of human rights and a human rights perspective in their history teaching. At that time in the UK, the national curriculum did not make connections between past and present and focused on British history in isolation. Choices about whether to use a perspective that included human rights, social justice, democracy, or citizenship were left up to the teacher. In the Netherlands, the national curriculum had focused on moving away from the simple memorization of facts to more research, discussion, and critical thinking. In the Dutch curriculum, "human rights and multicultural issues are specifically included and pupils are to be educated for citizenship in its broadest sense" but sufficient time was not allotted in the school day for this to occur (Holden, 1996, p. 117). British students in their third year and Dutch students in their fourth year of learning to teach secondary history participated in the case study. Each group participated in a workshop/seminar series or attended a week-long course that contained four elements. First, students examined their own understanding of human rights and citizenship, including clarifying their own perspectives and values. This work was done through pair and group work utilizing a democratic teaching style that encouraged the expression of opinions, debate, and discussion. The second element included background information on the human rights perspective. The student teachers

learned about the “history of human rights education in schools, both in its broadest sense of teaching about issues of equality, justice and democracy, and in the more literal interpretation of teaching about the Universal Declaration of Human Rights (1959) and the UN Convention in the Rights of the Child (1989)” (Holden, 1996, p. 119). Two specific examples were given of how a human rights perspective can be implemented with students in school. In the study of Ancient Greece, for example, students did not only learn about art, myths, and wars but also about the government, citizenship, and the rights and roles of citizens. Students then compared what they learned about Ancient Greeks to Greeks today and also to the British people today. They were able to use the information they learned to draw conclusions about citizenship, democracy, and rights. In a second example, students were studying World War II, specifically the weapons, battles, and significant events. In addition, students were exposed to the denial of rights of children, women, and soldiers in Britain and Germany and Jews in Germany. This denial of rights was linked to examples of the current continued denial of rights. The student teachers in the study were asked to do many of the same activities that the children did, such as reading the same stories, discussing, and envisioning the future. The third element focused on approaches for teaching in the classroom. The student teachers were asked to create “timelines with a human rights perspective and creative visualization focusing on the past and developing countries” (Holden, 1996, p. 122). They were given large sheets of paper and told to include key events from the past related to human rights and democracy. They were also instructed to imagine the future and split their timeline to include their vision for the future and what they think will really happen in the future. Finally in the fourth element, “students were required to relate the course to their own

teaching and plan work for use in schools” (Holden, 1996, p. 117). The British and Dutch student teachers chose several different topics to create lessons around including the Aztecs and explorers, the Dutch colonization of Indonesia, and slave trading in the new world. These topics would be taught with special attention to human rights and connections between the past and present. The student teachers’ reactions to the program differed based on country. The British student teachers found exploring human rights and citizenship valuable and appreciated the examples of children’s work because it “reassured them that such issues could be approached with young children and could relate to National Curriculum history” (Holden, 1996, p. 126). The Dutch student teachers found the linking of human rights issues with history and with the present to be particularly important to them. They also valued the active learning methodology and creative, child-centered pedagogical approach. Overall, researchers found that “what seemed important was to allow space for discussion, to value what was said and to show by example that this work could be done with children” (Holden, 1996, p. 127). After this experience, student teachers were able to use their newly acquired content and skills to plan for their own history teaching.

Students’ Perspectives on Human Rights Education in Social Studies

Gradwell, et al. (2015) argue that social studies classes are perfectly situated to teach about human rights because of their emphasis on citizenship, democracy, and their interaction with historical contexts. Despite this, human rights education is conspicuously absent from social studies curriculum in the United States. Gradwell, et al. (2015) posit that this “absence indicates a lack of emphasis in the American culture and in its school curriculum” that in turn “reduces the likelihood that a vast majority of social studies

teachers will take up the banner and fight for change” (p. 4). To explore this issue, the researchers sought to examine how students reported that they had been exposed to human rights issues in social studies. The study took place within a teacher-created summer institute for secondary students which in this case focused on past and present campaigns around the world for women’s rights. Data were collected through surveys, observations, individual interviews, and focus group interviews. Throughout the research, narrative analysis was used to examine students’ stories and experiences of the summer institute compared to their previous social studies classes. The results of the study included several main themes. First, students believed that learning about and practicing activism, the ability to affect change, and becoming an upstanding individual are essential parts of social studies. Second, students believed that their learning about genocide was “limited and uneven” (Gradwell, et al., 2015, p. 11). Third, many students reported that they had experienced teachers who successfully taught about human rights and genocide. Fourth, students overwhelmingly desired more authentic, real-life, hands-on learning experiences. Fifth, students expressed that they wanted to learn and investigate more about human rights and spend less time on test preparation. Sixth, students were deeply concerned that change needed to happen in social studies classes so that human rights issues can be studied and mitigated in the future. Even when human rights concepts are included in the curriculum, there is no guarantee that social studies, or by extension history, is being taught from a human rights perspective. “Human Rights Education is about moving beyond the cursory attention and the very narrowly focused tidbits of information to include student-based activism projects and opportunities for individual growth and development” (Gradwell, et al., 2015, p. 14). Gradwell, et al. (2015)

concludes with the argument that standards and curriculum are currently inadequate in guiding human rights education and teaching with a human rights perspective so it is up to teachers to “take up the charge of HRE in their classrooms” (p. 14).

Intersection of History Education and Human Rights Abuses

History education has been identified as a key component to help nations and societies to recover from and prevent future human rights abuses (Cole, 2007; Davies, 2017; Magendzo & Toledo, 2009). Transitional justice and justice-sensitive education are two approaches that target troubled nations and help them to transition from conflict and human rights abuse to peace and respect for human rights (Cole, 2007; Davies, 2017). Exploring these approaches brought out ideas and strategies that would be appropriate for any nation or society with a history of human rights abuses, whether or not they occurred in the very recent or immediate past. Magendzo and Toledo (2009) describe recent history as “a specific type of history – unlike traditional historiography, which is the study of the past – focuses on the study of current, ongoing events” (p. 448). If human rights abuses are viewed as recent or ongoing, such as the effects of systemic racism that stem from the practice of slavery, then it could be argued that transitional justice and justice-sensitive education practices and framework would apply to nations like the United States. The key elements of both, as well as some of the obstacles and reasons for optimism, can help to explain how history education with a human rights perspective can help to move troubled nations and societies into a better future.

Transitional Justice. Cole (2007) describes how transitional justice, as a set of strategies and mechanisms to help nations and societies in which there had been severe and/or widespread human rights abuses, can include history education, especially in

secondary schools. Recovering from, or at least actively dealing with, human rights abuses includes raising awareness of human rights and teaching the history of the violation itself. In this way, transitional justice is linked directly with both human rights education and teaching history. Transitional justice is defined as a “field devoted to addressing the legacies of past state-sponsored human rights abuses” that began by using strictly legal and political approaches such as trials and tribunals and has grown to include “truth commissions, the reform of the judiciary, army and police, and now commemorative gestures” (Cole, 2007, p. 117). As a part of this system, history education has the potential to contribute to or undermine the broad, ambitious goals of transitional justice which include “accountability, the rule of law, truth, repair, reconciliation between deeply estranged groups, democracy and, ultimately, to greater respect for human rights” (p. 116).

In light of the connections between transitional justice, human rights education, and history teaching, the task becomes identifying and explaining the relationships and how best to achieve the stated goals. Historical interpretation has always been a part of studying history but recently there has been an increased emphasis on making sure that accepted historical narratives do not whitewash acts that inflicted major suffering nor exclude the experiences of nonvictors, including minorities, women, the economically marginalized and, in the case of international conflicts, citizens of other states who were victims of historical violence perpetrated by the in-group’s state. (Cole, 2007, p. 118)

It is important to teach truthfully about human rights violations and avoid stereotyping into perpetrators and victims while acknowledging the experiences and perspectives of all groups involved.

Cole (2007) discusses one potential problem with relying on truth commissions to teach the history of an event or conflict. Truth commissions are designed to establish the narrative of the human rights abuse, focusing on the actions of those in power who perpetrated the abuse. When teaching history, this is not the only purpose and the full history cannot be limited to one perspective. According to Cole (2007), room must be made for voices from multiple sides and perspectives. This means that history will not always be agreeable and harmonious. It will require historians and others from both sides to work together to negotiate a history that can be accepted by both, or all, sides.

Cole (2007) argues that schools, and in particular secondary history classrooms, have an important role to play in transitional justice, which of course includes human rights education. All citizens, regardless of social or economic status, generally have access to some level of education and therefore schools can be places where human rights and history education are accessible to everyone. One danger that Cole (2007) describes is the capacity for schools to sustain and perpetuate systemic injustices. To focus on history education is also to involve the entire schooling and education system. "History education is intertwined with the larger educational system and it is difficult to reform the former without addressing the latter" (Cole, 2007, p. 120). While schools have the potential to further the efforts of transitional justice by teaching knowledge and skills to expanded groups of people over time, it is important to remember the possible

shortcomings of the system and the dangers of exclusion, bias, discrimination, and the hidden curriculum.

The purpose of social studies education and, by extension history, education has varied over time from a traditional focus on American institutions and ideals to the current trend, according to Evans (2004), of a focus on content acquisition and “education for social efficiency and social control” (p. 175). However, history education is also supposed to help people and nations to confront the past through “truth telling, official acknowledgement of harm, recognition of victims and the preservation of their memory (restorative justice), reconciliation, and to public deliberation, understood as the creation of a more democratic culture” (Cole, 2007, p. 123). This education happens in schools that are attached to the state and therefore carry the force and legitimacy associated with it. Therefore “history revision can complement and deepen both official acknowledgement of harm done and truth telling” (Cole, 2007, p. 123). Additionally, the positive change can be supported by adjustments in history textbooks and curriculum that shows the nation or leaderships commitment to transitional justice.

Therefore, history education and textbooks have the potential to help nations and societies to face their pasts as well as acknowledge past and avoid future human rights abuses. Germany and Japan after World War II have taken very different approaches to history education and textbooks, leading to significantly different results. Cole (2007) discusses the German approach as “frank teaching in the German school system about the effects of National Socialism” that creates a narrative that encompasses and “in all its forms incorporates certain crucial and painful truths about the past” (p. 123). By focusing on reforming secondary history programs and textbooks, Germany has fostered a trust

with its neighbors in Europe and even Israel. It has also emerged as liberal democracy, although Cole (2007) acknowledges that the exact relationship between this phenomenon and reforming history instruction is unknown. However, it is potentially informative to note the four factors that have been employed in teaching the Nazi period in German schools. First, history instruction has embraced the “full disclosure of Nazi-era atrocities in history classes in West Germany since the 1960s” (Cole, 2007, p. 124). Second, history pedagogy has included strategies that encourage students to make up their own minds and emphasize independent thinking over political correctness. Third, there has been an emphasis on the value of resistance. Fourth, the national identity as conceptualized in history classes has switched from being based on ethnic identity to one based on “liberal values and the constitution” (Cole, 2007, p. 124).

According to Cole (2007), Japan’s approach to history education and textbooks has been quite different from Germany’s, with results that include continued distrust between Japan and its neighbors. This stems from Japan’s hesitancy to consistently address events such as Japan’s invasion of China and Asian sex slaves. Japan also still has a strong nationalist element that has a voice in debates over education policy and focuses on a national identity based on ethnicity. Resistance to authoritarianism is not common in Japan and therefore is not taught in school. Even when Japan has apologized for past abuses, the actions of state officials combined with textbook issues have led to the perception that Japan does not acknowledge or condemn past human rights abuses. “The narrative of the past that a state sanctions and that its citizens generally find acceptable...is an important sign of whether a political group has truly changed its identity to become a reliable partner in the transition process” (Cole, 2007, p. 125).

Finding and developing this narrative, especially in a democracy, is not easy. Even once there is agreement on the basic facts, there can be tension and disagreement about how to present them.

The methodology of teaching history that includes human rights abuses, and therefore raising awareness of human rights, involves viewing schools as places where a wider discourse of politics, listening, and argument can occur (Cole, 2007). This new way of viewing history methodology can help develop democracy by “enhancing critical thinking and empathy skills, the willingness to question simplistic models and the ability to disagree about interpretations of the past and their implications for present social issues without resorting to violence” (p. 126). This approach to history teaching treats history as an academic discipline as opposed to a tool of the state. According to Cole (2007), this can lead history teaching to be “an ongoing means of collective self-discovery about the nature of our society” (p. 126). In order for this to happen, Cole (2007) argues that priority should be given to making constructive changes to how history is taught, such as focusing on discourse as an instructional strategy, over making changes in the specific historical content in the curriculum. Training and consistent support for teachers is crucial for this effort to be successful.

Transitional Justice: Obstacles and Reasons for Hope. Cole (2007) argues that “history education, both its part in the larger project of education and in its specific role of teaching the nation’s past, should be one of the institutions included in discussions about transitional justice” (p. 127). The inclusion of history education includes some obstacles and possibilities. One obstacle is that in the United States history education can be divisive as people debate national standards and the content and type of narrative that

should be embraced. Finding a balance between honest, truthful examination of the past and patriotic, engaging lessons can be contentious. Cole (2007) describes how history will continue to be contested and that “no ‘end of history’ exists, especially for negative historical narratives that some groups of citizens may never fully accept either as worthy portrayals of the nation’s past or as appropriate for young people” (p. 129). Other obstacles noted by Cole (2007) are more practical, such as the lack of attention and time devoted to history and other subjects in favor of science and math, the emphasis on exams and standardized tests, teacher stress, the development of new pedagogies and related teacher training, and the negative perception of history as a unpopular subject.

Cole (2007) points out some hopeful signs for history instruction within transitional justice as well. She points out that “the problem is not that the past cannot be made compelling for students, but rather that it has rarely been done thus far” (p. 131). History can be made more engaging through the inclusion of more art, literature, and theater including imaginative discourse. Technology also offers new possibilities to make history more engaging, such as interactive websites, a variety of formats such as print, visual, audio, and video, and online resource centers and discussion forums. Cole (2007) also describes two new trends in history education that can aid in transitional justice efforts and therefore bring awareness to human rights. These two trends are an increase in attention to contemporary history and society as opposed to a state and nationalist focus and continued growth and understanding of globalization. According to Cole (2007), these trends have significant positive implications. First, they “lessen the likelihood that history will serve nationalist purposes and glorify the state and its enormous power” while expanding “the borders of the moral community in which young people locate

themselves and reduces the tension between patriotism and cosmopolitanism” (Cole, 2007, p. 133). Second, these trends increase the opportunities for stories to be told of individuals who historically were not included in the narrative; stories of people’s experiences with human rights abuses and overcoming them, often with help from others. One method of enacting transitional justice strategies in education is through justice-sensitive education.

Justice-Sensitive Education. Davies (2017) builds on the foundation of transitional justice by developing the concept of justice-sensitive education to further the goal of preventing future conflict. Davies (2017) argues that “*without* educational change, the parallel goals of greater equity, restoring trust between people or between people and the state, and establishing a rights-based democracy may be partial or compromised” (p. 333). Justice-sensitive education is an out-growth of conflict-sensitive education which is defined by the Inter-agency Network for Education in Emergencies (INEE) as the process of “understanding the context,” “analysing the two-way interaction between the context and the education policy/programme,” and “acting to minimize negative impacts and maximise positive impacts” (INEE, 2013, p. 2). The difference between conflict-sensitive education and justice-sensitive education is that the latter specifically applies to the unique conditions of transitional justice including the scale of human rights abuses, truth-seeking, and the focus on past and future. Davies (2017) describes justice-sensitive education as having “three parallel tasks: to enable learners to recognize and understand large-scale violations of rights, to search for truth or multiple truths about a conflict and to use the backwards/forwards glance to work out how to create and be part of a better future where rights matter” (Davies, 2017, p. 335). Education has the potential to help

with these tasks by contributing “to six spheres of activity, those relating to redress, truth, rights, responsibility, democracy, and violence” (Davies, 2017, p. 335). For example, one of the spheres of activity is the “identification of rights abuses” and the educational contribution to that sphere that will help peacebuilding is the “understanding of rights and their violations; understanding of the rule of law in protecting rights” (Davies, 2017, p. 335).

According to Davies (2017), curriculum change is a key part of justice-sensitive education and includes removing inaccurate or offensive elements of existing curriculum and recognizing how people and groups contributed to past events. History and history education are key to this aspect of justice-sensitive education. Davies (2017) includes several ideas that are consistent with Cole (2007), such as emphasizing the importance of multiple perspectives, avoiding whitewashing difficult events, recognizing that history is more complex than just good and bad, and focusing on truth-telling and an inclusive narrative. Davies (2017) argues that the way history is taught is just as important as, or even more important than, the content itself. “Deliberative democracy, debate and dialogue in a history classroom are essential precursors to a democratic political culture” (Davies, 2017, p. 338). Developing these strategies and using existing programs such as *Facing History and Ourselves* are essential in successfully implementing justice-sensitive education.

Facing History and Ourselves is a teacher development program that began as a tool to help teachers examine “the Nazi Holocaust as a case study of the events that led one democracy to turn to genocide” (Brabeck & Kenny, 1994, p. 2). It has expanded to encompass a comprehensive variety of resources that emphasizes teaching “through

rigorous historical analysis combined with the study of human behavior” that “heightens students’ understanding of racism, religious intolerance, and prejudice; increases students’ ability to relate history to their own lives; and promotes greater understanding of their roles and responsibilities in a democracy” (Facing History and Ourselves, 2022). Teachers attend workshops and institutes where they explore curriculum, interdisciplinary planning, human rights, morality, membership in nations, prejudice and discrimination, and the choices, roles, and perspectives of diverse people and groups. Results of a study on the effectiveness of the program indicated that the program contributes “to the development of moral reasoning while not negatively impacting on students’ psychological well-being” (Brabeck & Kenny, 1994, p. 7).

In addition to the historical content surrounding human rights violations, education must include teaching about the content of human rights, how they have been violated in the past, and how to ensure they are recognized in the future. According to Davies (2017), this includes addressing the apprehension teachers may have about teaching about human rights and human rights abuses. It also includes making the explicit connection between rights and citizenship and helping students to understand “what, as a citizen, it means to have rights protected by the law” (Davies, 2017, p. 338). Davies (2017) argues that both history and citizenship education are crucial to justice-sensitive education. Citizenship education by itself can lack context and potentially lead to nationalistic tendencies while history education alone can ignore important connections to students’ lives and roles as citizens. Linking citizenship and history education with teaching approaches that allow for dialogue, questioning, critical thinking, and

opportunities to engage with people in person or through technology form the basis of justice-sensitive education, and arguably, good general historical education practice.

History learning with human rights perspective allows for almost unlimited opportunities to enrich students' understanding of both and foster skills for global citizenship. One example of this, according to Chhabra (2017), is that integrating human rights education and history learning can help to address the problem of biased or missing narratives in history, especially the history of conflict or human rights abuses. This “allows learners to raise questions about asymmetrical power difference, reinforces their respect for human rights, and creates solidarity with potential victims of violence and human rights abuses” (p. 156). If we can teach history and foster an appreciation for power differences, human rights, and solidarity, the use of a human rights perspective in history is a win-win proposition.

Several areas for future research emerged as I was exploring this topic. The vast majority of research on either combining history learning and human rights education or using a human rights perspective in history teaching did not come from the United States. The notable exception was the study on historical narratives by Nygren and Johnsrud (2018). Research focusing exclusively on human rights education has also been conducted in the United States and has produced insight into how American students understand human rights (Barton, 2015, 2020; Gaudelli & Fernekes, 2004; Russell, 2018). However this research does not explore how human rights education can be integrated into history education; there is a need for more research from the United States on this topic. One potential problem is that there may simply not be much instruction of this kind happening in the U.S. Schlag and Wackerlig (2010) identified a related area for

future research. In an overview of Holocaust education in Switzerland, they describe how increased attention has been given to the topic in recent years but noted that “intensive research is needed to determine how Holocaust education, conducted in connection with human rights education, can be assessed as successful” (p. 232). Finally, while there was an emphasis on critical pedagogy, not much research has been done on the topic in connection with history learning with a human rights perspective. Reardon (2009) explores the pedagogical approach of using queries instead of questions. Questions are focused and usually have a right or wrong answer, while queries are broader and can generate more than one response. Queries open the door for the discussion of multiple possibilities and the resulting inquiry and dialogue leads to authentic learning. Research into how students engage in discourse in response to a query that brings together history learning, perhaps through multiple perspectives and narratives, and a human rights perspective is another possible avenue of research.

Discourse

This section of the literature review addresses theoretical and empirical research into discourse. Gee (2015) describes language, discourse, and a specialized form of Discourse with a capital D. He then relates these concepts to education, schooling, society, and culture. Sfard (2015) and Clarke (2015) expand on Gee’s (2015) ideas by looking specifically at knowledge and subject-specific discourses. Finally, several studies are examined that focus on discourse in social studies. They include research on scaffolding, types of discussion, and discussions of controversial political issues.

Discourse with a Capital D

Gee (2015) argues that in order to be considered acceptable in a given setting, language by itself is not enough to establish that a person is the right “who (sort of person)” doing the right “what (activity)” (p. 171). He named this combination that allows for successful communication and interaction “Discourse with a capital ‘D’” (p. 171) which is a socially accepted association among ways of using language and other symbolic expressions, of thinking, feeling, believing, valuing and acting, as well as using various objects, tools, technologies, or props that can be used to identify oneself as a member of a socially meaningful group or ‘social network’, to signal (that one is playing) a socially meaningful ‘role’, or to signal that one is filling a social niche in a distinctively recognisable fashion (p. 179).

Discourses also allow people to be recognized as part of a specific group that does something distinct. People can have more than one Discourse. Because Discourses are not strictly defined, they can overlap with other Discourses. Gee (2015) argues that most people acquire a primary Discourse that corresponds with the social unit of which they are a part from when they are very young. This primary Discourse allows people to learn how to speak and act in culturally acceptable ways (Bruner, 1990; Gee (2015). This begins very early, according to Bruner (1990), who states that “certain communicative functions or intentions are well in place before the child has mastered the formal language for expressing them linguistically” (p. 71). Most of the time this primary Discourse, what Gee (2015) calls the “lifeworld Discourse,” remains with people in some form throughout their lives (p. 173).

Discourses acquired later in life through interactions with other people, groups, or institutions are called secondary Discourses. According to Gee (2015), there can be an interesting dynamic between primary and secondary Discourses. Different cultures and social groups choose to integrate elements from specific secondary Discourses into the primary Discourse that is learned by children from an early age. The way that children are taught to interact with books, have conversations about text, or tell stories are all examples of ways secondary Discourses may be incorporated into a primary Discourse. When the elements of a secondary Discourse, such as that of school, are used as part of a primary Discourse, children are exposed to what may be very significant practices later on. Gee (2015) calls this “early borrowing,” and emphasizes that it can help children to navigate other Discourses later in life mainly through giving them “certain values, attitudes, motivations, ways of interacting and perspectives” as opposed to specific skills. (p. 175).

Discourses have a few other significant characteristics, including that they define themselves both in what is acceptable and how they relate to other Discourses. A member of one Discourse can find that they must accept or reject certain values or viewpoints in order to remain a member. Discourses are ideological and can help people to obtain social goods if they are part of Discourses that control them, the dominant Discourse. Dominant groups are ones that control and have few conflicts with the dominant Discourse. Discourses have developed and changed throughout history. Gee (2015) posits that “it is not individuals who speak and act, but rather that historically and socially defined Discourses speak to each other through individuals” (p. 180). These deep-rooted Discourses have implications for society and individuals. Those who practice a non-

dominant, or non-mainstream, Discourse often struggle to find their way into and be successful in the dominant, mainstream Discourse. Overtly teaching someone how to engage in another Discourse is not really possible because so much of Discourse is not just language or even actions; Discourses consist of unseen beliefs, attitudes, and subtle ways of being. To effect change, Gee (2015) argues that “we must take overt value stances and engage in overt contest between Discourses, juxtaposing Discourses and using one to change another” (p. 185). When doing this helps to create people who have or have begun to develop more than one Discourse, they will be able to create change.

Sfard (2015) explores the relationship between talking and learning, and makes the case for the capital D Discourse without using that term, while expanding on Gee’s (2015) conceptualization to specifically discuss school disciplines. According to Sfard (2015), many people would argue that a change in how language, discourse, or other form of communication is used in the classroom results in a change in learning, knowledge, or thinking. However, she argues that this is not really the case at all; since both of the factors change there is no cause-and-effect relationship. Further, thinking and reasoning are thought of as forms of communication that happen within people’s minds. Knowledge in a specific discipline, such as history or biology, is actually the ability to think and talk to others, or within the person’s own mind, in a particular way. Therefore, Sfard (2015) concludes that “disciplines are *discourses*, that is, specialized forms of communication” (p. 249). Sfard’s (2015) discourses, similar to Gee’s (2015) conceptualization, use “special vocabularies and visual mediators, unique ways of doing things, and characteristic sets of stories endorsed as valid or true” (p. 249). Students in school will encounter many different Discourses and be expected to learn to

communicate using each one. Similarly, teachers are expected to help students figure out how to communicate and learn with each Discourse. Sfard (2015) emphasizes that “communication, rather than playing a secondary role as the means for learning, is in fact the centerpiece of the story – the very object of learning” (p. 249). If this is the case, then the real challenge for schools and teachers in the classroom is to help students with discourse and communication, and learning, as traditionally conceived, will follow.

Navigating Discourses

In order for people to participate in more than one Discourse, Gee (2015) argues that they must master it through “acquisition, not learning” and “enculturation (‘apprenticeship’) into social practices through scaffolded and supported interaction with people who have already mastered the Discourse” (p. 190). Similarly, Bruner (1990) states that “language is acquired not in the role of spectator but through use” (p. 70). Understanding what to say is not enough; people must know how to say it in a particular setting. Gee (2015) distinguishes between learning and acquiring. Learning indicates an active attempt to break-down, understand, and gain meta-knowledge about a topic through teaching, while acquisition involves being a part of something that is recognized as necessary to be able to function. Learning can be a part of mastering a Discourse but the process of acquisition has to have started first. If a person is in the process of acquiring a Discourse, they may be more likely than a mainstream member to recognize the particular elements of it. This is true for students in school who come from a Discourse that is in conflict or not aligned with the Discourse of school.

According to Gee (2015), “good classroom instruction...can and should lead to meta-knowledge, to seeing how the Discourses you have already got (not just the

languages) relate to those you are attempting to acquire, and how the ones you are trying to acquire relate to self and society” (p. 192). This means that teaching in schools must involve explicit instruction in school Discourse and an understanding and inclusion of diverse non-school Discourses. Secondary Discourses can be local and community-based like those acquired by some non-mainstream children. They can also be more global or part of public life like schools and the media. Either way, the relationship between a person’s primary Discourse and any secondary Discourse they encounter or in which they attempt to engage is complicated. Characteristics of one Discourse can influence or conflict with those of another. Discourses that share characteristics can be helpful for people trying to navigate them. Every person’s combination of Discourses and the way they use them are unique.

Gee (2015) creates a definition of literacy that differs from the one primarily used in society and schools. He defines literacy as the “mastery of a secondary Discourse” (p. 196). For Gee (2015) Discourses can be thought of as quite similar to languages. He makes several other significant assertions about the nature of literacy in Discourses. When families take aspects of secondary Discourses and integrate them into the primary Discourse of the home, they are preparing their children to more easily and efficiently acquire, or at least have a head start on acquiring, that secondary Discourse. Since Discourses are acquired, as opposed to learned, literacy is also developed through exposure to and experience with a Discourse. If a person develops meta-knowledge about more than one Discourse, requiring some level of acquisition and learning, then the resulting literacy can be powerful and have the potential to change a Discourse. Whitehead (1929) asserts that “education is the acquisition of the art of the utilization of knowledge”

(p. 3). As students acquire Discourse skills and learn meta-knowledge about the use and types of Discourses, the power of education to change society could be realized.

Gee (2015) addresses the role of teachers when it comes to acquisition and learning of Discourses. According to Gee (2015), teaching for acquisition involves scaffolding and modeling while teaching for learning is about developing meta-knowledge about Discourses. He asserts that teaching for learning is valuable because “meta-knowledge can be a form of power and liberation” (Gee, 2015, p. 198). However, when it comes to Discourses, both teaching for learning and acquisition are necessary. Gee (2015) warns that teaching for acquisition by itself is particularly dangerous because it “can lead to successful, but ‘colonized’ students” (p. 198). The question then becomes how to resolve the tension between students’ primary Discourses and the dominant Discourse of school, especially for non-mainstream students who have not had the advantage of acquiring elements of the mainstream school Discourse. Gee (2015) proposes that this tension, and the awareness that it can bring, may actually be a good thing. He argues that the resulting insight (‘meta-knowledge’) can actually make one better able to manipulate the society in which the Discourse is dominant, provided it is coupled with the right sort of liberating literacy (a theory of the society and one’s position in it – that is, a base for resistance to oppression and inequality) (p. 200).

While acknowledging that achieving this is a challenge, Gee (2015) proposes two possible ways that meta-knowledge, Discourse, and resistance can be approached in the classroom. First, he argues that classrooms must be places where students are apprenticed in the Discourse of school, including social and academic practices. This also involves making explicit connections to the world outside of the classroom. Second, he states that

students should be taught “mushfake Discourse” which involves “partial acquisition coupled with meta-knowledge and strategies to ‘make-do’” (Gee, 2015, p. 201). In other words, students should basically fake it while also learning both skills they can use to help themselves and meta-knowledge that will help them understand how Discourses interact. Gee (2015) calls this naming the game so as to make the workings of Discourse, and how they are used to manipulate power, explicit. He proposes “that we ought to produce ‘mushfaking’, resisting students, full of meta-knowledge” (Gee, 2015, p. 202).

In the classroom, this dynamic between Discourses plays out in the language that children use. For some children, their primary Discourse contains elements in common with school Discourse. For these children, acquiring school Discourse will come much more easily. There is less tension between these students’ home Discourses and the school Discourse. Gee (2015) describes how children can get meanings for “free” if they practice their primary Discourse in a social setting that “can and will recruit you and your text as part of preparation for later dominant Discourses,” such as students who come to school with a home Discourse that contains elements of school Discourse (p. 207). The downside for these children is that the agency, rewards, and comfort that come from using a compatible home Discourse makes it more difficult to see any point in recognizing or using non-mainstream Discourse. Students whose primary Discourse is quite different from the school Discourse find themselves and their Discourses “not visible to the school and, at worst, opposed by the school” (Gee, 2015, p. 209). Gee (2015) argues that it is not enough for students to be expected to adapt to school Discourses, but that schools must make the effort to adapt to non-mainstream Discourses so that students feel seen and that their Discourses are valued.

Clarke (2015) describes one specific way that tension between students' primary and secondary school Discourses can play out in the classroom with deleterious effects. Within discourse, knowledge can take one of three forms: knowledge as a precondition, knowledge as a process, and knowledge as an outcome. When Clarke (2015) researched students who were high talkers that contributed often and those who were low talkers that were often quiet in the classroom, she found that most perceived knowledge as a precondition. In other words, they believed that before contributing to a discussion or engaging in discourse, they had to know the answer or the correct way to respond. Only a few students thought that they could gain or create knowledge throughout the process of discourse. None of the low talkers saw knowledge as a possible outcome of the discursive process. Learning through discussion or discourse, or even practicing a Discourse in order to begin to acquire it, is not possible if students will not talk because they believe they do not know the right answer. For these students, the correct response is more valuable than one that they believe is not, whether or not that response could have led to learning. According to Clarke (2015), "students do not perceive themselves as having the right to speak or be heard unless their utterances conform to what they believe is correct" (p. 178). Silence in classroom discourse is an important indicator that students are struggling with navigating more than one Discourse. Students' primary Discourse provides them with information about their cultural and social standing. Clarke (2015) argues that "awareness of where one is situated within the social structure, and consequently the value afforded one's utterances, affects one's sense of self as a speaker of the language with the right to speak and be heard" (p. 178). Students should recognize that they have the right to speak and be heard in school but when they do not, they

sometimes find other ways and people with which to engage in discourse. Unfortunately, it is the dominant school discourse that holds the key to the dominant discourse and group in the larger society.

In addition to primary and secondary Discourses, Gee (2015) defines borderland Discourses as “Discourses where people from diverse backgrounds and, thus, with diverse primary and community-based Discourses can interact outside the confines of public-sphere and middle-class ‘elite’ Discourses” (p. 210). Borderland Discourses can occur at work but are also very common in schools, especially diverse, urban schools. They take on different forms but the underlying point is to develop a means of communication that is not within the control of the school and that transcends economic, social, and cultural differences. Borderland Discourses are also often connected to how a community has related to school and dominant Discourses in the past. According to Gee (2015), “schools as currently constituted in the United States will not accept and value their community’s social practices and never give that community, on a full and fair basis, access to dominant secondary Discourses and the ‘goods’ that go with them” (p. 214). Therefore, some students’ home Discourses, and the borderland Discourses which they help to create, are forms of resistance to power and a “self-defence against colonization” (Gee, 2015, p. 214). This conflict among home-based primary Discourses, borderland Discourses, and dominant school Discourse could help to explain why some students fail to ever adapt to or acquire school Discourse. It should be a major focus of schools to find ways to acknowledge students’ Discourses so that the tension of trying to navigate multiple Discourses does not keep students from learning and gaining access to dominant Discourse and the power that goes with it. Students will have a chance to

develop agency through Discourse if they are given the opportunity to understand the relationships among Discourses, the meta-knowledge. According to Gee (2015), this is because “if you pull off a performance and it gets ‘recognised’ as meaningful and appropriate in the Discourse, then it ‘counts’” (p. 216). This should happen for all students in school, and all people in the world for that matter.

Sfard (2015) considers how children can learn best in school, both from one another and from activities and experiences designed by the teacher. She defines school learning as “gaining mastery over a well-defined form of communication” (p. 250). There are two types of change associated with learning discourse in school. “Object-level change” is that which focuses on increasing students’ knowledge and experience with the discourse as it exists, while “meta-level change” actually aims to help students learn how to change the discourse. This can be compared to Gee’s (2015) ideas of acquisition of Discourse as compared to the learning of and about Discourses. Object-level change, according to Sfard (2015) begins with teacher modeling, then moves to scaffolded practice and less teacher involvement, and eventually to students’ use of the discourse on their own. Gee (2015), of course, would argue that this is simplistic and students’ complete mastery of the Discourse is unlikely in school. However, Sfard (2015) argues that once students reach the independent stage, they can interact and learn, at the object-level only, from each other. Teacher involvement is necessary for meta-level learning, when students are expected to do something completely different with the discipline and its vocabulary. Thinking, resulting from meta-level learning, is “the conversation of a person with himself or herself” and this self-dialogue is “at least as important for learning as conversation with others” (Sfard, 2015, p. 251). According to Sfard (2015), it is

through this type of thinking that students develop agency and master the discourse of a particular discipline.

Discourse in History Instruction

Schools contain a variety of academic Discourses to which students are expected to adapt and become proficient in use. Even within history instruction, there are different types of Discourse. Depending on the grade level and teacher, students may need to adapt to a more structured, question and answer or recitation style of discourse that may share characteristics with other subject areas. One very specialized Discourse in social studies is the discussion of controversial political topics or issues. Since Discourses often overlap, this type of discussion may have similarities to some in science or English classes. However, it is unique in its focus on helping to create students who can engage in political debate and discussion in a democratic society. The National Council for the Social Studies emphasizes the importance of “engaging students in civil dialogue about controversial issues” (NCSS, 2013). In social studies classes, students learn how to grapple with complex problems through thinking, speaking, listening, and writing about them. Bruner (1990) and Gee (2015) would argue, as well, that the classroom should be a place where students also engage in experiences and see modeling that helps them to acquire this particular type of Discourse. The ultimate goal of this Discourse is to develop students who, in the classroom and later in democratic society, possess “a willingness to enter into dialogue with others about different points of view and to understand diverse perspectives” so that they become “tolerant of ambiguity and resist simplistic answers to complex questions” (NCSS, 2013).

Hess (2002) investigated how teachers approached the specific social studies Discourse of discussion of political issues. She concluded that “teachers teach for, not just with, discussion” and that “discussion is both a desired outcome and a method of teaching students critical thinking skills, social studies content, and interpersonal skills” (p. 29). This aligns with Gee’s (2015) argument that understanding discourse involves both acquisition and learning. The goal of political discussion is both to learn the particular discourse but also to be immersed in the process.

One of the challenges of immersing students in a political discussion in social studies is that it requires teachers to embrace the uncertainty of what will occur. According to Flynn (2009), “classroom discussions do not have a prescribed path or outcome” (p. 2026). However, this highlights the connection between the social studies classroom and the real world of participatory democracy, where no one knows what is going to happen. Despite this connection, Flynn (2009) argues that teachers and classrooms are regularly caught in the middle of a public argument about what the purpose of social studies is and how teachers should approach discussion and democracy, especially around controversial issues.

Despite these challenges, McAvoy and Hess (2013) argue that teachers should “create a *political classroom* that engages students in the pedagogical practice of deliberation so that young people are provided a meaningful, challenging, and authentic democratic education” (p. 16). They assert that this is even more important in times of polarization, even though that may make it more challenging. Rather than approaching the idea of political discussion as one that focuses on the disagreements and platforms of political parties or specific people, McAvoy and Hess (2013) focus on a broad definition

of political, defining it as any time “we are collectively making decisions about how we ought to live together” (p. 16). Viewing it this way and helping other to do the same could help to reframe the concept of political discussions in the classroom. In a classroom that engages in political discussion, students are able to develop skills in how to make decisions that impact how people live together in community. They learn to view democracy as something that is not static and indestructible but is always changing and within the people’s control to shape. Especially in polarized times, the question of what kind of democracy the United States becomes “is an *open* question and the one that is in the background of nearly all of the public policy debates we are having today” (McAvoy and Hess, 2013, p. 43). Students need to be prepared to participate in these discussions and debates.

When teachers are engaging students in the discussion of controversial political issues, or in the explicit teaching about it, several strategies and ideas can help students to understand this social studies Discourse. One way to help students to acquire this Discourse is to make explicit in the design and structure of the classroom environment the connections between the Discourse and citizen involvement in a participatory democracy (Hess, 2011; Levy, et al., 2017). Gee (2015) also argues for linking the use of a Discourse in a classroom to its use in the real world. Hess (2011) asserts that teachers and students should understand that “discussing controversies about the nature of the public good and how to achieve it is essential if we are to educate for democracy; it’s not going too far to say that without controversy, there is no democracy” (p. 69). Levy, et al. (2017) developed a conceptual framework based on teaching about presidential elections that can be used with any discussion of political issues. The basic elements of the

framework are: asking open-ended, authentic, substantive questions, creating an open classroom environment with trusting relationships, and scaffolding students as they practice using their voice in the classroom.

Scaffolding is any strategy that is designed to support students as they build on the skills that they have already mastered by trying new and unfamiliar tasks. Scaffolding can be useful in helping students to acquire and learn about unfamiliar Discourses by providing guidance in developing more complete and clear arguments (Nussbaum, 2002; Washburn and Sielaff, 2016). According to Nussbaum (2002), “economically disadvantaged students, in particular, may need instruction in more formal ways of communicating – what linguists call the ‘formal register’” (p. 79). Instruction that includes scaffolded questions and graphic organizers to help students organize information and plan for discussion can help these and all students to learn to use this Discourse (Nussbaum, 2002; Rossi, 2006). Some examples of scaffolding techniques include rubrics, scored discussion, sentence starters, and questions.

In addition to providing scaffolded opportunities to acquire and learn about social studies political Discourse, it is also important to consider how students perceive and participate in these discussions. According to Garrett, et al. (2020), this is crucial because “there are emotional, non-conscious, and dynamic processes at play in our ideological lives and that we must develop ways to accommodate, rather than dismiss, those processes in research and practice” (p. 321). Developing an awareness of these emotions and processes will help both students and teachers in classroom political Discourse. Preparing in advance for possible reactions and emotions can minimize the negative effects that may result. Strategies for this may include taking time to make sure students

understand the value of inquiry and discussion, engaging in explicit instruction about how emotions can be part of political discussions and the role confirmation bias can play, and providing time for students to explore evidence prior to the discussion. These issues are not only related to the political issues themselves. According to Hess and Posselt (2002), students' views of classroom discussion can be influenced by many factors, including how they feel about their peers and relationships in the classroom. This is supported by Gee's (2015) view of Discourse as consisting of not just language, but a whole host of cultural and social factors and interactions.

Political Discourse in social studies has much in common with argumentation. Litman and Greenleaf (2017) investigated how teachers' instructional decisions could impact and shape student learning and engagement. Results of their research indicated two broad dimensions of argumentative task design: the primary instructional focus of the task and the inquiry space or opportunities given to students to engage in the topic. A combination of arguing to learn and learning to argue proved to be the most effective approach to increase content knowledge and develop disciplinary argumentation skills. This relates to Gee's (2015) assertion that students need to both acquire through experience (argue to learn) and have explicit teaching (learn to argue) in order to truly be able to use and ultimately manipulate a Discourse.

Providing classroom experiences for students to practice social studies political Discourse can be done in a variety of ways. Wilen (2003) proposes that an approach called reflective discussion is the most appropriate for middle and secondary classrooms because it is flexible and encourages exploration, thinking, and interaction. This type of discussion is similar to public talk that is "characterized by listening as well as speaking,

affective as well as cognitive expressions, and using thought to inform participation and action” (Wilén, 2003, p. 100). The two types of reflective discussion Wilén (2003) describes are the seminar model and the deliberation model. The seminar model focuses on a controversial issue by building understanding of a text, primary source, or other type of information prior to the discussion. Students reflect on the discussion when it is complete. Parker (2006) describes this type of discussion as encouraging “students to plumb the world deeply” (p. 12). The seminar model is an instructional method that is designed to teach students about important content. The deliberation model, on the other hand, focuses on reaching a consensus or decision about how to approach or solve a political problem. In this type of discussion, students “speak and listen to decide” (p. 12). This strategy is an apprenticeship that is designed to help students acquire discourse skills. While learning occurs, the ultimate goal of this type of discussion is to make a decision. The latter model more closely resembles what students will do outside of school in the future.

Hess (2009) articulates a comprehensive definition of the specific Discourse of the discussion of political issues. Discussion is a dialogue among people in which information is shared. The more important characteristic is that it is understood that through expressing ideas and listening to others’ ideas, even better ideas can be generated. When the purpose of discussion is to develop skills necessary for democracy, teachers find themselves balancing the need to “simultaneously forge community and nurture controversy, to develop in their students’ commitments to particular values while respecting their rights to hold ideas that are not shared, and to encourage the expression of political ‘voice’ without coercively demanding participation” (p. 14). While this is a

tall order, it is the essence of political Discourse in social studies that prepares students for life in a democratic society.

Chapter Three

Methodology

Yin (2018) argues that “the distinctive need for case studies arises out of the desire to understand complex social phenomena” (p. 5). In this study, the researcher sought to understand how an instructional unit on the Civil Rights movement through a human rights lens was experienced by high school students. This was accomplished through an in-depth examination of individual and collaborative student discourse in a variety of classroom activities. A case study was appropriate because it is “an empirical method that investigates a contemporary phenomenon (the ‘case’) in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident” (Yin, 2018, p. 15). The instructional unit is a contemporary phenomenon that needs to be investigated in the real-world context of the classroom. Because the context of the classroom, community, and students was interwoven with the instructional unit, examining the implementation of the unit was complex and best accomplished through a case study.

Additionally, Yin (2018) describes three conditions to consider when choosing a method to use for social science research. These conditions include “(a) the form of research question posed, (b) the control a researcher has over actual behavioral events, and (c) the degree of focus on contemporary as opposed to entirely historical events” (Yin, 2018, p. 9). Research questions that focus on finding out how or why in order to give an explanation often lend themselves to the case study method. The research questions for this case focused on finding out how the instructional unit was experienced by students through their written discourse. Case studies are also “preferred when the

relevant behaviors still cannot be manipulated and when the desire is to study some contemporary event or set of events” (p. 12). As stated earlier, the instructional unit was a contemporary event and since the research occurred in the real-world setting of the classroom, relevant behaviors were impossible to completely control.

Case study research can be used with a relativist perspective “acknowledging multiple realities and having multiple meanings, with findings that are observer dependent” (Yin, 2018, p. 16). This relativist perspective could be combined with a “constructivist approach in designing and conducting your case study – attempting to capture the perspectives of different participants and focusing on how their different meanings illuminate your topic of study” (Yin, 2018, p. 16). The focus on describing and explaining how students experienced and interacted with the instructional unit fit well with the relativist perspective since each student’s and group of students’ experiences can be different. The case study design allowed the researcher to extensively explore and explain these multiple experiences and perspectives while focusing on describing and explaining the overarching topic, the case of the instructional unit, Civil Rights through a human rights lens.

Study Questions

Clarifying the research questions for a case study is an important first step in the research design. The form of the question provides a clue to the best method to use. “Case study research is most likely to be appropriate for ‘how’ and ‘why’ questions” (Yin, 2018, p. 27). According to Yin (2018), identifying the substance of the research questions for a case study can be challenging; it is important to identify questions that have not already been extensively researched but that are also relevant to the field.

This case study was guided by the following research questions:

Within a unit of instruction about the Civil Rights movement taught through a human rights lens:

- (1) In what ways do students independently reflect on history and human rights in their written discourse?
- (2) In what ways do students collaboratively reflect on history and human rights in their written discourse?
- (3) In what ways do students engage in analysis and critical thinking through written discourse?
- (4) In what ways do students reflect on their experiences?

These questions were carefully crafted because their substance at the intersection of history and human rights education and discourse has not been extensively researched. There is a gap in the literature related to how students engage with history through a human rights perspective and the role of discourse in learning about these topics. Additionally, the subject is relevant and important because of the need for human rights education that can be effectively implemented in public schools. Teaching history through a human rights lens with discourse-focused instructional strategies is a research subject with the potential to add valuable knowledge to the field of education.

Propositions

Study propositions direct “attention to something that should be examined within the scope of study” (Yin, 2018, p. 27). According to Yin (2018), these propositions, “besides reflecting an important theoretical issue..., also begin to tell you where to look for relevant evidence” (p. 28). Several propositions for this case study were:

- (1) Students will make explicit comparisons and connections: among history concepts, among human rights concepts, and among history, human rights, and current events. (Aligned with Research Question 1)
- (2) Students will reflect on history and human rights concepts and explain their thinking and reasoning. (Aligned with Research Question 1)
- (3) Students will interact with others in pair, small group, or whole class discussion to understand and build on the ideas, statements, or opinions of others. (Aligned with Research Question 2)
- (4) Students will work with others to generate responses to questions or to come to a consensus about an issue. (Aligned with Research Question 2)
- (5) Students will examine analyze events and topics from multiple perspectives. (Aligned with Research Question 3)
- (6) Students will analyze and evaluate historical and human rights events and topics using evidence to explain their thinking and conclusions. (Aligned with Research Question 3)
- (7) Students will recognize aspects of history and human rights in current events or their own lives. (Aligned with Research Question 4)
- (8) Students will reflect on and analyze their own learning and how it was impacted by the instructional strategies. (Aligned with Research Question 4)

The Case

Identifying the case to be studied involves “defining the case and bounding the case” (Yin, 2018, p. 28). The case can be a person, event, or entity; however, the latter two require special consideration regarding the perspectives of people involved and the

specific time period to be included in the study. Yin (2018) advises that the “tentative definition of your case can derive from the way you define your initial research questions” (p. 29).

The research questions for this study focused on student learning, reflecting, and writing during an instructional unit on the Civil Rights movement with a human rights perspective. According to Yin (2018), the case should be a “real-world phenomenon that has some concrete manifestations” (p. 31). In this case, the phenomenon was the instructional unit and the concrete manifestations were the student learning and written discourse. While much of the data in the study was generated by the students, the actual topic of interest was the unit itself and what responses and types of learning and written discourse it generated. The same research questions would not be asked about just any instructional unit in history. Even another Civil Rights unit would not generate the data needed to answer the research questions. This case study was specifically concerned with how students used written discourse within an instructional unit about Civil Rights through a human rights lens. The vehicle to learn about that was the instructional unit itself.

The process of bounding the case involves determining “the scope of your data collection and, in particular, how you will distinguish data about the subject of your case study (the ‘phenomenon’) from data external to the case (‘the context’)” (p.31). When bounding the case, Yin (2018) states that “the persons to be included within the group (they will become the immediate topic of your case study) must be distinguished from those who are outside of it (they will become part of the context for your case study)” (p.

31). Additionally, the researcher will need to identify the specific “time boundaries to define the estimated beginning and ending of the case study” (Yin, 2018, p. 31).

The instructional unit for this study focused on the phenomenon of history instruction with a human rights lens. To determine the effect of this instruction on student learning and sense-making, the study focused on written discourse throughout the unit. This discourse was individually and collaboratively generated by students. Additional interests in the study included identifying instances of student critical thinking and analyzing, as well as student reflections on their own learning. The teacher was a participant observer and provided observations on the discourse-focused elements and strategies of the unit. Elements of the unit that are not discourse-focused provided context for the study. For example, any instruction that was primarily content-oriented or teacher-directed helped to understand the background of the discourse but was not the focus of the research. Further, any graded summative assignments or assessments were not included in the study. The focus was on the process of learning and sense-making within the unit, not on determining the extent of mastery of the content. The instructional unit was designed with 20 lessons that took 20 class periods to complete, with each class period being 45-50 minutes. The students were chosen from five classes of American Studies and will be described later in study participants.

This case study was a single-case design. The rationale for this decision was that the instructional unit represented a critical case, one that was critical to the theoretical propositions articulated in the case design. These theoretical propositions have “a clear set of circumstances within which” they “are believed to be true” (Yin, 2018, p. 49). The expected outcomes would not be anticipated if this exact unit was not being used. A

single-case design was used to determine if the propositions were true or if there were possible alternative explanations. This case study also used an embedded design with units of analysis at more than one level. This decision was made because to understand the impact of the instructional unit, the researcher examined work and artifacts created at the following levels: individual student work, collaborative student work, and whole class generated work and observations. These three levels of units of analysis were used to maintain the case study's focus (Yin, 2018). However, special care was taken to ensure that the focus of the case study remained on the larger original case, the instructional unit.

Linking Data to Propositions

Linking data to propositions “foreshadows the data analysis steps in your case study” (Yin, 2018, p. 33). The study propositions determine “how you combine or assemble your case study data” (Yin, 2018, p. 33). By carefully examining the propositions of the study, the researcher can make some early judgements about exactly what data to collect and how to best categorize and organize them. The theoretical propositions in this case study stemmed from the case itself, the instructional unit. The propositions were the possible or anticipated outcomes based on the research questions. The theoretical propositions were not directly related to specific theories from the disciplines of human rights, history, or discourse. Rather, they came from the intersection of these disciplines within the instructional unit.

For this case study, the propositions aligned with the research questions. First, propositions one and two aligned with Research Question 1 and focused primarily on examining samples of student written discourse to determine what comparisons, connections, and explanations students created. Second, propositions three and four

aligned with Research Question 2 and addressed how students interacted with others, created consensus, and generated common responses. Third, propositions five and six aligned with Research Question 3 and focused on student analysis, evaluation, use of evidence, and understanding of multiple perspectives. Fourth, propositions seven and eight aligned with Research Question 4 and addressed how students reflected on their own personal experiences and perspectives as well as their learning experiences within the instructional unit. Clearly identifying the artifacts that contain data to address these propositions and research questions helped to prepare for the data analysis process. Additionally, noting the point in the unit at which they were generated helped to situate them in the case study. All of the propositions were appropriate for pattern matching to see if students actually did what the propositions predicted.

Criteria for Interpreting the Strength of Findings

While there are several possible ways to address the strength of a case study's findings, Yin (2018) makes the case for paying particular attention to identifying and addressing "rival explanations for your findings" at the design stage of the study. He argues that "the more rivals that have been addressed and rejected, the stronger will be your findings" and the "challenge is to anticipate and enumerate the potentially important rivals" (Yin, 2018, p. 34).

For this case study, most of the possible rival explanations that existed had to do with the students who were creating a large share of the artifacts that were used to gather data. One possible rival explanation for students using historical or human rights discourse was that they have some level of background knowledge or experience with the topic. They may have studied it in another class, read about it, or talked with their

families or parents about it. Another rival explanation for students thinking critically and successfully analyzing a particular topic could be that they simply have a better understanding of or more experience with that type of activity. For example, students in an honors class may have been more likely to have extensive critical thinking and analysis experience from higher-level courses than students in other classes. Another rival explanation for students' willingness to engage in written discourse or collaborate with other students could center on their personal characteristics such as self-confidence, self-efficacy, and social skills. Finally, the teacher implementing the instructional unit could provide a rival explanation for certain findings. It was possible that the teachers' presentation style, classroom management, and even the time of day and relationship with the given class could impact the results and findings. For this rival explanation, the teacher's reflexivity was crucial to understanding the impact it may have on results and findings. The best way to prepare to address the other rival explanations was to have a broad base of data from individual students, small groups, and whole classes so that it may be possible to determine whether they or the instructional unit explained the findings.

Study Setting

A research study includes identifying the site for the research, such as homes, classrooms, organizations, programs, or events. The researcher should describe this site in enough detail so that the reader knows exactly where a study will take place, usually in the context in which the participant experiences the issue or problem under study (Creswell, 2013). This case study was conducted in sophomore level American history classes at a large, diverse, urban high school. This school has a population of around

1,500 students and is racially and socio-economically diverse. The instructional unit was implemented in the classroom of an experienced teacher who has taught at the school for more than seven years. The site of this research was chosen because the teacher and students there could provide insight into the implementation of this particular instructional unit. Another significant reason for this choice of setting was the ease of access for the researcher to the classroom and students. According to Creswell (2013) “it is important to gain access to research or archival sites by seeking the approval of gatekeepers, individuals at the site who provide access to the site and allow or permit the research to be done” (p. 237-238). The principal and director of curriculum reviewed and approved this case study prior to implementation.

Participants

The participants in the study were students in American history and honors American history courses at the previously described high school. These courses were sophomore level courses but there were juniors and seniors in each of the classes making up credit that they needed for graduation. The course is required for graduation so all students take and need to pass the class during their high school career. Students in the honors American history course were required to meet certain criteria before placement in the course. The most critical prerequisite was the recommendation of their previous history or social studies teacher. These students generally had better reading and writing skills, more consistent attendance, active classroom participation, and higher grades than students in the other classes. However, there were exceptions to this generalization as well. There were students who should have been placed in the honors course who simply remained unidentified.

One of the goals for the selection of participants was to include students with a wide variety of abilities, backgrounds, and experiences. However, participants also needed to have been present for the instruction and to have completed the assigned work and projects. The required attendance level for the study was 80%; to be included students needed to have been present for 80% or more of the days throughout the unit (25 out of 31 days). The required level of assignment submission for the study was also 80%; to be included students needed to have turned in 80% of the assignments throughout the unit (18 out of 23 assignments). An additional criterion was that students included had to have completed the pre-assessments and the final project. When all of those factors were considered, 32 students out of the total of 86 who were part of the initial classes (37%) qualified for inclusion in the study. Half of the students, 16, were from regular American history classes and the other half were from the honors American history class. The actual percentage of students in the honors class compared with all American history students was 27%. This meant that the data was skewed toward honors students but that was mainly due to their higher overall attendance and assignment submission rates. Rather than omit students from the study, the decision was made that the advantage of having the larger number of student participants outweighed the possible disadvantage of not having the exact proportion of honors students. Since most students would not have had previous instruction on this content, the difference between regular and honors would be minimal. Demographic data collected included the race of the students: 16 African American (50%), 13 White (41%), two other (6%), and one Hispanic (3%). Student gender data was also collected: 20 females (63%), 11 males (34%), and one other (3%).

The risks of this case study were no more than minimal as this unit and content were appropriate for the level of the course and the content and skills were included in the Ohio Social Studies Standards. Confidentiality was maintained through the use of pseudonyms and identification numbers for students involved in the study. Written work and artifacts were deidentified and stored in a secure location after classroom use by the students and teacher.

Role and Background of the Researcher

A case study involves “continuous interaction between the issues being studied and the data being collected” which can result in the need for “delicate judgment calls” and the need to navigate “technical aspects of data collection” and “ethical dilemmas, such as dealing with the sharing of private information or coping with unexpected field conflicts” (Yin, 2018, p. 82). Yin (2018) describes the attributes necessary in a case study researcher. These include asking good questions, being a good listener, staying adaptive, having a firm grasp of the issues being studied, and conducting research ethically (Yin, 2018). Part of research ethics is avoiding bias. This is particularly challenging when the researcher is also a participant in the study, as was the case in this study with the teacher implementing the instructional unit. It was therefore of utmost importance to be clear about the role and background of the teacher-researcher. This aided readers of the study in fully understanding how the research was conducted and the findings generated but also helped the teacher-researcher to identify and at least acknowledge or avoid areas where bias may enter the study.

I understood my role as the teacher and researcher from the beginning of the study and constantly kept in mind that my role could influence my perceptions and conclusions.

My interpretations during the study could be impacted by my past experiences, including the tendency “to lean toward certain themes, to actively look for evidence to support their positions, and to create favorable or unfavorable conclusions about the sites or participants” (Creswell, 2013, p. 237-238). In qualitative research, the “role of the researcher as the primary data collection instrument necessitates the identification of personal values, assumptions and biases at the outset of the study” (Creswell, 2013, p. 256). The role of the researcher includes past experiences, history, culture, and how these influence the interpretation of the data, as well as a discussion about personal connections to the site, steps to gain entry, and anticipation of sensitive ethical issues (Creswell, 2013).

I was the researcher and teacher in this case study and I am a social studies teacher with 24 years of teaching experience. The majority of that experience has been in the district in which this study took place. I have taught in the high school that was the setting of this case study for seven years. I have tried and experimented with countless instructional strategies over the course of my teaching career and, of course, have a repertoire of them that I have found to be successful. To compensate for this possible bias in the design of the unit, I used several resources that included research-based strategies and lessons. A large part of my teaching experience has been with minority students who have been what would commonly be referred to as at-risk. This has caused me to develop a passion for the inclusion of everyone’s history in my instruction. I also have worked to build relationships and include all students in my classroom instruction, regardless of how marginalized or unengaged they may be or seem to be. I have strongly believed that the truth needs to be taught in an open, honest, thoughtful, and compassionate manner. I

have believed in acknowledging uncomfortable situations or topics and helping students to understand and articulate their thoughts and feelings about them. I also have always cared deeply for my students and have experienced many difficult situations and losses with them. I feel strongly that our society has been lacking in a basic value for human rights that has been impacting our students' abilities to live full lives. These beliefs and experiences have led me to this case study research on teaching the Civil Rights movement with a human rights lens. I have hoped that teaching the topic in this manner now and in the future will form a bridge between history, human rights, current events, and students' lives. Because I have had such strong beliefs, I needed to be constantly aware and cognizant of how these beliefs may impact the research. I worked to make sure that I acknowledged and accounted for these personal beliefs so that I can minimize bias in the data collection and analysis for this study. I ensured that the case study protocol was followed and that all parts of the case study returned to the original research questions and propositions.

Data Collection

Data were collected throughout the instructional unit. The teacher's unit plan, lesson plans, participant observations, and reflections were part of the data collected. Student assignments and artifacts were chosen based on their value to demonstrate student learning and discourse. The instructional unit was the Civil Rights movement through a human rights lens. Within the unit, I included several lessons on the definition, scope, universality, and history of human rights. Those concepts were explored in relation to the content and context of the Civil Rights movement. Additionally, the unit was designed to incorporate current events, specifically those that relate to human rights.

Lessons for the unit were chosen from or based on those from two sources: *Facing History and Ourselves* online resources and *Students of History: Lessons for Civil Rights* online resources. These resources addressed the content and skills from the Ohio Social Studies Standards and included research-based strategies. The researcher also believed it was important to use materials that were at least in part created by another person or entity, although modifications were made by the researcher in many cases. This helped to minimize bias that may enter the study because the researcher was invested in personally-created specific lessons or strategies. See Table 1 for an outline of the instructional unit.

Table 1

The Instructional Unit: The Civil Rights Movement Through a Human Rights Lens

The Civil Rights Movement Through a Human Rights Lens Instructional Unit Plan
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Research Questions:

Within a unit of instruction about the Civil Rights movement taught through a human rights lens:

- (1) In what ways do students independently reflect on history and human rights in their written discourse?
- (2) In what ways do students collaboratively reflect on history and human rights in their written discourse?
- (3) In what ways do students engage in analysis and critical thinking through written discourse?
- (4) In what ways do students reflect on their experiences?

* RaP – This stands for Review and Preview. I use it with my students as a name for the activity we do at the beginning of class. Sometimes it is reviewing a concept or topic we have already learned and other times it is a preview of something we are going to learn about.

* Process/FA – This is the activity that is normally completed at the end of the period, after the lesson, or for homework. I call it a processing assignment when the focus is to use some content or skill to do something else. FA stands for formative assessment; this is used when the focus is for me to see what students do and do not understand.

Day	Topic	RaP	Main Content/Strategy	Process/FA
1	Review of Civil Rights (Students of History & teacher created)	Journal: When you think about the Civil Rights movement, what comes to mind? What are civil rights? Who or what groups have sought civil rights? When would you say that the Civil Rights movement took place?	* Discuss the RaP Question. If necessary, point out to students that many groups have fought for civil rights and the quest for Civil Rights for African Americans started long before MLK, Jr. In this unit we will focus on the Civil Rights movement for African Americans post-WWII. * Pass out the matching activity to review Civil Rights since the Civil War. Students work with a partner to match the event/legislation/organization with its description. * As a whole class, discuss the matching activity, making sure that all pairs have them correctly matched.	Journal: <u>Which of the events/laws/groups do you think was the most important to African American Civil Rights before WWII? Explain.</u>
2	What is a human right? (Facing History and Ourselves: Defining Human Rights)	Journal: Complete the four individual boxes about rights – rights they have at home, in school, in the community, and rights they feel they should have but don't.	* Students debrief in a Think, Pair, Share. Have them share their responses and add anything to their own boxes in the shared section that they hadn't thought of before. * With the same partner, students create a "working definition" for "right" and share it with another pair. Using the two working definitions, the group should come to a consensus on a common definition for their group. * Students work in small groups to examine the UNESCO definition of a right and answer the accompanying questions.	Journal: There were two instances in this lesson where you had to come to a consensus, or agreement, with other people. How did that work? What was difficult about it? What was easy? Did it help you to understand the material to talk about it in that way?
3	WWII & Double V (Students of History)	Journal: Read the short article "Patriotism Crosses the Color Line; African Americans in World War II" and create a list of grievances, or rights African Americans were denied during the war.	* Students discuss with a partner their list of grievances. * Then students move to groups of 2-3 to analyze the primary sources related to the Double V campaign. <u>* Groups will be given 5-7 minutes to read and discuss each of the 10 primary sources. Within that time, they will also fill out the chart to observe, reflect, and question the sources.</u>	None – activity continued on Day 4

Day	Topic	RaP	Main Content/Strategy	Process/FA
4	WWII & Double V - continued (Students of History, with teacher modifications)	None – activity continued	<ul style="list-style-type: none"> * Groups will continue to analyze the primary source documents. * Once all groups are finished, come together as a class to discuss each of the documents. Rotate through the groups to have each share their responses on the chart and discuss any questions that they had about the sources. * Discuss the rights African Americans were fighting for, their methods, and their reasoning. 	<u>Journal:</u> <u>Create a Venn Diagram to compare the rights you discussed in the working definition activity and the rights African Americans were fighting for.</u>
5	Universal Declaration of Human Rights (Facing History and Ourselves: Defining Human Rights)	In the next two days, we are going to be examining a document that was created at the end of WWII to address rights. Why do you think this document was created at this time? Think about historical context. What was happening at this time in history, or what had just happened?	<ul style="list-style-type: none"> * Discuss the RaP Question. Review WWII and the Holocaust, as necessary. * Watch the video on how the Universal Declaration of Human Rights was drafted – “Fundamental Freedoms: Eleanor Roosevelt, the Holocaust, and the Universal Declaration of Human Rights” (9:15). * Pause the video to allow students to complete the 3-2-1 response – 3 details about what inspired Eleanor Roosevelt’s work, 2 challenges UN members faced writing the UDHR, 1 question about the UDHR or the process of creating it. 	<u>Online discussion:</u> <u>Why do you think it was challenging or difficult for the nine countries in the UN to create the UDHR? Post your response and respond to two other people. If you agree with the other person’s response, explain why. If you have another idea or a question about their response, write that.</u>
6	Universal Declaration of Human Rights	<u>Journal:</u> <u>Eleanor Roosevelt believed “that recognition of human rights might become one of the cornerstones on which peace could eventually be based.” Do you agree with her statement? Explain.</u>	<ul style="list-style-type: none"> * Analysis of the primary source – The Universal Declaration of Human Rights. Explicit instruction of the background and Preamble as a class. * Students work in small groups to paraphrase assigned sections of the UDHR. * Once groups are finished, they will share their responses with the class and other students will fill in their charts. 	<u>Journal:</u> <u>Choose one of the rights in the UDHR that you found important or interesting. Explain why you feel that way. Try to relate it to history or your life or community.</u>

Day	Topic	RaP	Main Content/Strategy	Process/FA
7	<p>Universality & Protection of Human Rights</p> <p>(Facing History and Ourselves: Making Rights Universal – modified)</p>	<p>Journal: The UDHR cannot be legally enforced. Eleanor Roosevelt said that the words, ideas, and ideals of the UDHR “carry no weight unless the people know them, unless the people understand them, unless the people demand that they be lived.” How did Eleanor Roosevelt believe that human rights can be protected?</p>	<p>* Review Day 2 lists of rights that all people should have. In small groups, students compare their lists to the UDHR Infographic to determine if their rights are included. Discuss using questions from p. 3.</p> <p>* Assign small groups a section of the UDHR Infographic. For their section, the group will discuss whether each right is universally guaranteed or enjoyed. If not, what responsibility do nations have? What power does the UDHR have? Discussion questions in detail on p. 4.</p>	<p>Journal: <u>Eleanor Roosevelt believed that human rights begin in “small places, close to home,” such as in neighborhoods, schools, and workplaces. What meaning do human rights have for you in your everyday life? Are human rights valued and protected in your school and community? How do you know?</u></p>
8	<p>Eisenhower & the Little Rock Crisis</p> <p>(Students of History)</p> <p>Who is supposed to protect human rights? Government ?</p>	<p>Journal: Brainstorm what you know/remember about segregation. List as many ideas as you can remember.</p>	<p>*Complete a KWL chart as a class. What do we know about school segregation and integration? Who is responsible for it? Is education, and specifically integrated, equal education, a human right? Explain. What do we want to know about these topics? Read the article and fill out the learned column.</p> <p>* What were the perspectives of the different people and groups involved in the Little Rock Crisis? Students complete the graphic organizer.</p>	<p>Journal: <u>After the crisis, some Americans criticized Eisenhower for not doing enough to ensure civil rights for African Americans. Others felt he had gone too far in asserting federal power over the states. Evaluate President Eisenhower’s actions and response. What do you think of what he did? Did he do enough or too much? Thoroughly explain your answer.</u></p>

Day	Topic	RaP	Main Content/Strategy	Process/FA
9	<p>Rosa Parks (Students of History)</p> <p>How do individuals claim human rights?</p>	<p>Journal: Read the short introduction/revi ew of Rosa Parks. She said she was “tired of giving in.” Would you have the courage to disobey the law and get arrested if you were in a similar situation? Explain.</p>	<p>* Students work with a partner to examine, discuss, and answer the questions that accompany each primary source document related to Rosa Parks and the Montgomery Bus Boycott. * Discuss the documents, questions, and answers as a class.</p>	<p><u>Online Discussion:</u> <u>Of the eight needs listed in the “Negroes’ Most Urgent Needs” document, which one do you think was the most important urgent need for African Americans to improve their place in Montgomery, Alabama? Post your response and respond to two other people. If you agree with the other person’s response, explain why. If you have another idea or a question about their response, write that.</u></p>
10	<p>March on Washington (Students of History & Facing History and Ourselves)</p> <p>How do groups claim human rights?</p>	<p>Journal: Listen to MLK, Jr.’s “I Have a Dream” speech. Write down references you hear to human and/or civil rights.</p>	<p><u>* Students will participate in a Big Paper Silent Conversation activity on the primary sources associated with the March on Washington. Students will work in small groups to examine each of the primary sources. They will address the following questions on chart paper for each one. Whose perspective is represented in each source? What is important or noteworthy about the source? What does the source reveal to us about the event or how it was perceived?</u></p>	<p><u>Journal:</u> <u>Why do you think the March on Washington was such a significant event? What made it one of the most pivotal points in the movement?</u></p>

Day	Topic	RaP	Main Content/Strategy	Process/FA
11	<p>President Kennedy's Speech</p> <p>(Students of History)</p> <p>Who gets/ deserves rights?</p>	<p>Journal:</p> <p>How are the rights that people are entitled to the same or different depending on what country or part of the world they live in?</p>	<p>* Students read and analyze President Kennedy's speech on civil rights independently. They answer the questions that accompany the reading.</p> <p>* Lead a class discussion of the speech and questions/answers.</p>	<p><u>Journal:</u></p> <p><u>Give President Kennedy's speech a grade from A-F on its effectiveness in convincing you and others that Americans should pursue the changes for which he is arguing, namely ensuring that African Americans have the same rights as other Americans. Make sure to cite at least two points from the speech that support your grade.</u></p>
12	<p>Types of Protest, SNCC, & Freedom March</p> <p>(Students of History, Buehl, p. 83)</p> <p>How do people organize to claim human rights?</p>	<p>Journal:</p> <p>Pros and Cons of Non-Violence: Make a T-chart and list the pros (advantages) of taking a non-violent approach and the cons (disadvantages) of a non-violent approach.</p>	<p>* As a class, examine and discuss Ella Baker and the SNCC, examples of protest posters, and the Selma to Montgomery Freedom March.</p> <p><u>* Using the information from those sources and the discussion, students work with a partner to create a Concept/Definition Map for non-violent protest.</u></p>	<p><u>Online Discussion:</u></p> <p><u>Is non-violent protest an effective way for people to claim their human rights? Post your response and respond to two other people. If you agree with the other person's response, explain why. If you have another idea or a question about their response, write that.</u></p>

Day	Topic	RaP	Main Content/Strategy	Process/FA
13	<p>Analyzing the Murder of Emmett Till</p> <p>(Students of History & Facing History and Ourselves)</p> <p>What happens when the most basic human right is violated?</p>	<p><u>What do you believe is the one most basic or important human right? Explain.</u></p>	<p>* Students work in groups to examine the primary sources related to the murder of Emmett Till. They will complete the Observe, Reflect, and Question Chart as they work through the documents. Then as a class, watch the Time video on the photograph taken of Emmett Till - The Body Of Emmett Till 100 Photos TIME - YouTube.</p> <p>* The class will create a Graffiti Board after completing the primary source activity and video. On several pieces of chart paper, students will participate in a written, silent class discussion about Emmett Till and his murder. Have them reflect on the role that each of the people involved played – what thoughts come to mind, what feelings do you think they had and how do you feel, what connections can be made to other historical or contemporary events, what was the significance of each person or group to the Civil Rights movement? Even if the people on the jury and those who committed the crime played a role in the story, have students reflect on what those roles were.</p>	<p>Journal: Reflect on your own learning throughout this activity. Did you find the Observe, Reflect, and Question Chart helpful? Did the Graffiti Board help you to think about how each person or group contributed to the story of Emmett Till and his impact on the Civil Rights movement? Explain.</p>
14	<p>Categorizing Human Rights (from What is a Right?)</p> <p>(Facing History and Ourselves)</p> <p>What are “old rights” and “new rights” and what other categories can rights be put into?</p>	<p>Journal: Quick Write – Describe how the Universal Declaration of Human Rights is supposed to help protect human rights even though it cannot be enforced by law.</p>	<p>* As a class, discuss the difference between “old rights” (civil and political rights meant to protect individuals from the authority of the state) and “new rights” (economic and social rights that are expected to be granted to individuals by the state). On chart paper, make two columns and have students use the UDHR Infographic to create two lists of old and new rights.</p> <p>* In small groups, students will examine the 30 articles and consider other ways to categorize the rights. Try to create three to six categories and sort the rights into them. Groups will share their categories and rationales with the class.</p>	<p>Journal: <u>Of all the rights in the UDHR, which one do you think is the most important one to focus on in America today? Explain.</u></p>

Day	Topic	RaP	Main Content/Strategy	Process/FA
15	Supreme Court & Loving v Virginia (Students of History) Can civil rights laws and court decisions protect human rights?	Journal: Read the article, The Supreme Court and Civil Rights, and answer the accompanying questions.	* As a class, read the story of Richard and Mildred Loving and their marriage. Discuss their struggle to get and stay married as they took their case all the way to the Supreme Court. * Does the Universal Declaration of Human Rights include the human right to marry? Are there any restrictions on this right? Should there be any restrictions? Discuss past restrictions on marriage and any other issues students bring up.	Journal: <u>Should the government recognize any couple that wants to be married as married? Is the government obligated to protect the rights of any couple who wishes to be married? Explain.</u>
16	MLK, Jr. on Vietnam (Students of History) How does war effect civil and human rights?	Journal: <u>What effects can war have on human rights? Does war effect everyone on all sides equally? Explain.</u>	* Students will work with a partner to read and discuss the excerpt from the “Why Protest?” address on the Vietnam War given by MLK, Jr. Each pair will answer the questions that go with the speech. * Groups will share some of their responses with the class. Discuss any questions or confusion that comes up.	Journal: <u>Dr. King spoke about several ironies in how America dealt with civil rights and war. Do you see any of those ironies present in America or the world today? Explain.</u>
17	Redlining & Housing Discrimination (Students of History) What are the long-term effects of human rights abuses?	Journal: <u>Does the UDHR guarantee that people can live wherever they want to live? Do you believe this should be a universal human right? Explain.</u>	* As a class, read and discuss the article – Redlining and Housing Discrimination. Review de jure and de facto and their use when referring to segregation. * <u>Students will work with a small group to travel around the room and examine the primary source documents related to redlining and housing discrimination. They will fill out a chart – Head, Heart, and Conscience. The Head column will deal with the information or facts they can take away from the documents. The Heart column will be a place to record feelings or particular instances that stand out for any reason. The Conscience column will address the fairness, equity, and justice issues brought up by this practice, including identifying people and groups responsible, affected, and accountable.</u>	None – activity continued on Day 18

Day	Topic	RaP	Main Content/Strategy	Process/FA
18	Redlining & Housing Discrimination (continued) (Students of History) What are the long-term effects of human rights abuses?	None – activity continued	* Students will continue to analyze the documents related to redlining and housing discrimination until they have completed all stations and their charts. * Watch the 18 min video, Segregated by Design https://www.segregatedbydesign.com/ .	Journal: Reflect on your learning during this lesson. Did you find it helpful to think about the documents in terms of the Head, Heart, Conscience chart? How did this activity help you to build understanding of how cities and neighborhoods were segregated?
19	Culminating Activity Review for Unit Test	Hexagonal Thinking? https://www.weareteachers.com/hexagonal-thinking/	What do human rights mean to you in your life, school, community, and the world? What connections are there between human rights and the Civil Rights movement? How do you view the protection of human rights in current events?	
20	Summative Unit Test			

Sources of Evidence

Yin (2018) discusses six common sources of evidence used in case studies: “documentation, archival records, interviews, direct observations, participant-observations, and physical artifacts” (p. 113). These sources are “highly complementary, and a good case study will therefore want to rely on as many sources as possible” (p. 113). In this case study, three sources of evidence were used and each source generated several types of data.

Physical Artifacts. Physical artifacts are important to case studies because they expand the perspective and amount of time that can be included in the research (Yin, 2018). The physical artifacts examined in this case study were primarily student-created. These artifacts included student journal responses, written assignments, and collaboratively produced class or small group written discourse. These artifacts are described and color-coded in the Instructional Unit Plan.

Documentation. According to Yin (2018), documents can be useful because they “can provide specific details to corroborate information from other sources” and “you can make inferences from the documents” (p. 115). It is important to take into consideration that the documents may have been created for a purpose and audience that differ from those that are part of the case study (Yin, 2018). The documentation included in the data collection included the Instructional Unit Plan, lessons from *Students of History* online resources, and *Facing History and Ourselves* online resources. The *Facing History and Ourselves* resources include both lesson plans and descriptions of specific instructional strategies that will be used in the unit.

Participant-observations. Participant-observations are a “special mode of observation in which you are not merely a passive observer” (Yin, 2018, 123). Since the researcher was the teacher and therefore a participant, any written observations or reflections were participant-observations. They were used in conjunction with other data sources to support, refute, or add information to the analysis of the case study data. There were both opportunities and challenges to participant-observation. The opportunities included having access to key parts of the case study and having the perspective of an

insider. The challenges included the introduction of bias or simply not being able to adequately perform both the role of the participant and the observer.

Data Analysis

Data analysis procedures for a qualitative study need to specify the steps in analyzing the various forms of qualitative data. “In general, the intent is to make sense out of text and image data. It involves segmenting and taking apart the data (like peeling back the layers of an onion) as well as putting it back together” (Creswell, 2013, p. 245). The researcher read through the artifacts collected prior to beginning the coding process (Creswell, 2012). Data analysis was done through an iterative, constant-comparison method in which the researcher went back and forth among various data sources throughout the data collection and analysis process. For example, the researcher looked at the integration of ideas from separate lessons or topics, the clarity and accuracy of written responses, and the ways students interacted with others.

Prior to analysis, all data collected was prepared, labeled, and organized. Any identifying information, including names, on student artifacts was removed. Names were replaced by an identification number. When possible, artifacts were scanned and kept in an electronic database. Paper copies of artifacts were kept in a locked drawer in the classroom. Artifacts that could not be scanned or kept electronically were preserved and kept confidential in the same manner.

Coding

The coding process allows the researcher to begin to understand the data collected in the study. Coding qualitative data is inductive, so the researcher will become familiar with the detailed data and then develop more general codes and themes. Inductive

thematic analysis consists of “reading through textual data, identifying themes in the data, coding those themes, and then interpreting the structure and content of the themes” (Mertens, 2009, p. 13). The process is a systematic way to review units of text as they are collected, create and expand on codes, and uncover the relationship between codes (Mertens, 2009).

Coding involved labeling text segments so that similar items or pieces of the data could be grouped together under a major theme. This was done throughout the research process. A chart was created that showed how the data sources related to each other and how they correlated to the research questions. The goal was to create general themes from the codes that help to generate a larger picture (Creswell, 2012).

Hand coding was used by the researcher rather than using a computer software program or other tool. This made sense because of the level of familiarity the researcher, who was also the teacher, had with the artifacts and data collected. Completing the coding this way was time-consuming but overall was helpful for the researcher in understanding the coding process.

The data collected throughout this instructional unit consisted of 26 items. Eleven of the items all came from the Civil and Human Rights Pre-Assessments, which were completed on the first day of the unit. The 15 artifacts that made up the rest of the data sources were created during the instruction of the unit. The pre-assessment items will provide background context for where students began the unit in their understanding of history and human rights. The data that were significant for analyzing the case, the instructional unit, came from the 15 assignments completed throughout the unit by the students. Each assignment was aligned to at least one research question and in many

cases more than one. To ensure reliability, intercoding was used with the researcher and another coder. The other coder was a colleague who had recently completed her doctoral degree using qualitative research methods for her dissertation research and who was therefore familiar with both the methods and the content of this research. The following protocol was used for each of the data sources: 1) The researcher described the assignment, relevant instructions given to students, and requirements for submission; 2) Both coders read and coded four of the artifacts independently; 3) Coders met to discuss and compare codes; 4) If necessary, codes were added or adjusted to ensure clarity and comprehensiveness; 5) If coder disagreement was too high, assignments were examined, coded again, and then compared with both coders; 6) The codes were examined again to ensure the level of agreement was met. To ensure reliability, the desired inter-rater agreement was 80% using Miles & Huberman's (1994) reliability formula (agreements divided by disagreements x 100 = % of inter-rater reliability). All of the artifacts coded met the inter-coder reliability of at least 80%, with many of them between 90% and 100%.

Table 1 shows a chronological listing of the lessons and data sources and the alignment between the data sources and research questions.

Table 2

Chronological alignment between data sources and research questions

Lesson	Data Source	RQ1	RQ2	RQ3	RQ4
1	Civil Rights Pre-Assessment Ques 1	x			
1	Civil Rights Pre-Assessment Ques 3c				x
1	Human Rights Pre-Assessment Ques 1	x			
1	Human Rights Pre-Assessment Ques 2	x			
1	Human Rights Pre-Assessment Ques 4	x			
1	Human Rights Pre-Assessment Ques 5	x			
1	Human Rights Pre-Assessment Ques 8	x			

Lesson	Data Source	RQ1	RQ2	RQ3	RQ4
1	Human Rights Pre-Assessment Ques 9	x			
1	Human Rights Pre-Assessment Ques 6a-d	x			
1	Human Rights Pre-Assessment Ques 10	x			
1	Human Rights Pre-Assessment Ques 12	x		x	
3	Working Definition		x	x	
3	Compare Rights' Definitions		x	x	
4-5	Double V Compare Rights	x		x	
6	Eleanor Roosevelt Peace Quote	x		x	
8	Prioritizing Human Rights		x	x	
8	Are Human Rights Universally Respected		x	x	
8	Power and Limitations of the UDHR		x	x	x
9	Duty Preview Ques	x		x	
9	Evaluating Eisenhower's Actions	x		x	
11	Perspective and Duty Process Ques	x		x	
15	Civil Rights: Old or New Process Ques	x		x	
15	Most Important Right Today	x		x	x
16	Graffiti Board Ques	x			x
18-19	Housing Discrimination Process Ques	x			x
20	Hexagonal Thinking	x		x	x

Civil Rights and Human Rights Pre-Assessment. This brief two-part pre-assessment was designed to provide information about how students thought about civil and human rights prior to the instructional unit. It consisted of a set of questions completed independently by students. Tables 2 through 12 show the alignment of each artifact, or question, from the pre-assessment with the research questions, themes, and codes to which they align, as well as examples of codes.

Table 3*Lesson 1: Civil Rights Pre-Assessment Question 1*

Artifact: Question 1: “What do you think of when you think of Civil Rights? How would you define a civil right?”		
Research Questions: (1) In what ways do students independently reflect on history and human rights in their written discourse?		
Theme	Code	Example
Identifies an aspect of Civil Rights	Mentions equality, freedom, or choices	“Equal rights for everyone. Doesn’t matter your skin color, you should have the same rights as everyone else in that country.” (Freya, 3/17/22)
	Mentions the government as a key aspect of civil rights	<i>No student responses aligned with this code</i>
Gives a relevant example	Includes a person, event, or specific right	“Martin Luther King and other African American idols fighting for equality.” (Landon, 3/17/22)
Does not identify an aspect of civil rights	Response lacks any clear part of a definition	“I think of history/ the civil rights movement.” (Isla, 3/17/22)
	No response	IDK

Table 4*Lesson 1: Civil Rights Pre-Assessment Question 3c*

Artifact: Question 3c: “Does writing things down help you learn, even if you dislike doing it? Explain.”		
Research Questions: (4) In what ways do students reflect on their experiences?		
Theme	Code	Example
Writing helps me learn	Yes	“Yes, it does, I feel I digest the information better.” (Miesha, 3/17/22)

Artifact: Question 3c: “Does writing things down help you learn, even if you dislike doing it? Explain.”		
Research Questions: (4) In what ways do students reflect on their experiences?		
Theme	Code	Example
Writing does not help me learn	No	“No. It doesn’t help at all. I’m more of a ‘just using my mind’ type of person.” (Aiden, 3/17/22)
Unsure the extent to which writing helps	Sometimes/ Maybe/ Sort of	“Sorta, I prefer more creative learning activities to keep me interested.” (Imani, 3/17/22)
No response	No response	Blank

Table 5

Lesson 1: Human Rights Pre-Assessment Question 1

Artifact: Question 1: “Write your own definition of a human right. If someone asked you what a human right was, how would you answer them?”		
Research Questions: (1) In what ways do students independently reflect on history and human rights in their written discourse?		
Theme	Code	Example
Definition contains characteristics of human rights	Identifies rights as choices or things you are allowed to do, or a specific example of a right	“Human right is the choices each individual can make for their self.” (Imani, 3/17/22)
	Mentions that everyone has human rights, they are universal	“Human rights are rights every human being gets.” (Isabella, 3/17/22)
	Mentions that people do not have to do anything to get human rights	“A human right is a right that all humans are entitled to simply by being alive, regardless of circumstances.” (Carlos, 3/17/22)
	Mentions that human rights need to be protected, there are duties that go with them	“The basic idea of respect for someone else.” (Lamonte, 3/17/22)

Artifact:
Question 1: “Write your own definition of a human right. If someone asked you what a human right was, how would you answer them?”

Research Questions:
(1) In what ways do students independently reflect on history and human rights in their written discourse?

Theme	Code	Example
	Mentions that there are different types of human rights: civil, political, economic, social, cultural	<i>No student responses aligned with this code</i>
Definition does not contain characteristics of human rights	Mentions an aspect of a specific type of right (not overall human rights)	“Rights guaranteed by the government to all citizens.” (Charlotte, 3/17/22)

Table 6

Lesson 1: Human Rights Pre-Assessment Question 2

Artifact:
Question 2: “How does someone get human rights?”

Research Questions:
(1) In what ways do students independently reflect on history and human rights in their written discourse?

Theme	Code	Example
They have them because they are human	Mentions that people have human rights automatically or because they are human	“By being human.” (Isla, 3/17/22)
Identifies a way that people can get human rights	Adds a qualifier or something that people have to do to get human rights	“By working and getting an education.” (Grayson, 3/17/22)
No response	I don’t know	IDK

Table 7*Lesson 1: Human Rights Pre-Assessment Question 4*

Artifact: Question 4: “Who gets or qualifies for human rights?”		
Research Questions: (1) In what ways do students independently reflect on history and human rights in their written discourse?		
Theme	Code	Example
All people	Everyone	“Every single human being.” (Maryam, 3/17/22)
Identifies people who get human rights	Adds a qualifier or identifies specific people who get human rights	“Any human other than ones that are criminal and don’t respect their rights/authority.” (Francisco, 3/17/22)
No response	I don’t know	IDK

Table 8*Lesson 1: Human Rights Pre-Assessment Question 5*

Artifact: Question 5: “Does everyone have the same rights, regardless of where they live or what groups they belong to? Explain.”		
Research Questions: (1) In what ways do students independently reflect on history and human rights in their written discourse?		
Theme	Code	Example
All people have the same rights	Yes	“Yes, we are all humans.” (Mia, 3/17/22)
Not all people have the same rights	No, rights depend on the culture or group to which a person belongs	“Not always. If someone belongs to a certain group of people they may be discriminated against and not have these rights.” (Miesha, 3/17/22)

Artifact:

Question 5: “Does everyone have the same rights, regardless of where they live or what groups they belong to? Explain.”

Research Questions:

(1) In what ways do students independently reflect on history and human rights in their written discourse?

Theme	Code	Example
	No, rights depend on the country or nation in which a person lives	“No, some countries don’t give each individual the same rights if you’re a woman, have a different religion, different race, or your sexuality.” (Imani, 3/17/22)
	No, rights depend on people’s actions	“No, because say like you were in jail you don’t have the same rights as a citizen outside of jail.” (Aliyah, 3/14/22)
No response	I don’t know	IDK

Table 9

Lesson 1: Human Rights Pre-Assessment Question 8

Artifact:

Question 8: “What is a duty? What might a duty have to do with a right?”

Research Questions:

(1) In what ways do students independently reflect on history and human rights in their written discourse?

Theme	Code	Example
Correctly described a duty as related to a right	Mentions that a duty is a responsibility that goes with each human right	“A duty is an action or a policy you are morally obligated to carry out. We are morally obligated to make sure no human has their human rights restricted.” (Carlos, 3/17/22)
Gave a general definition of a duty	Mentions a characteristic of a duty, not connected to human rights	“A duty is something you’re expected to do.” (3/17/22)

Artifact:		
Question 8: “What is a duty? What might a duty have to do with a right?”		
Research Questions:		
(1) In what ways do students independently reflect on history and human rights in their written discourse?		
Theme	Code	Example
Did not include an accurate description of a duty	Unclear or does not mention a characteristic of a duty	“A duty is the reasoning of the right.” (Maya, 3/17/22)
No response	I don’t know	IDK

Table 10

Lesson 1: Human Rights Pre-Assessment Question 9

Artifact:		
Question 9: “What is the difference between an old and a new right?”		
Research Questions:		
(1) In what ways do students independently reflect on history and human rights in their written discourse?		
Theme	Code	Example
Correctly identified some aspect of old and new rights	Mentions any difference between political, civil, economic, social, or cultural rights; or the difference between old and new rights	<i>No student responses aligned with this code</i>
Did not correctly identify some aspect of old and new rights	Mentions something logically connected to the terms old and new	“An old right is something that was in the past, a new right is something that is new and has been accepted by the government.” (Rose, 3/17/22)
	No response	IDK

Table 11*Lesson 1: Human Rights Pre-Assessment Question 6a-d*

Artifact:		
Question 6: “What is the Universal Declaration of Human Rights? a) When was it written? b) Who wrote it and pushed for it to be written? c) Why was it written? d) What do you think its purpose was?”		
Research Questions:		
(1) In what ways do students independently reflect on history and human rights in their written discourse?		
Theme	Code	Example
No knowledge of UDHR	Response contains no accurate information about the UDHR	IDK
Some knowledge of the UDHR	Response contains some correct information about the UDHR	“Maybe the official human rights act.” Aiden, 3/17/22)
Complete knowledge of the UDHR	Response contains complete answers to questions about the UDHR	<i>No student responses aligned with this code</i>

Table 12*Lesson 1: Human Rights Pre-Assessment Question 10*

Artifact:		
Question 10: “Do individuals, like yourself, have a role to play in human rights? If so, what is an individual’s role in human rights?”		
Research Questions:		
(1) In what ways do students independently reflect on history and human rights in their written discourse?		
Theme	Code	Example
Individuals have a role	Yes	“Yes, we can help fight for them, petitions, talk to Congress, voice concerns, fight for others, everyone should be treated equally.” (Sofia, 3/17/22)

Artifact:		
Question 10: “Do individuals, like yourself, have a role to play in human rights? If so, what is an individual’s role in human rights?”		
Research Questions:		
(1) In what ways do students independently reflect on history and human rights in their written discourse?		
Theme	Code	Example
Individuals do not have a role	No	“No, I feel that I’m too young right now to actually know what I want.” (Monique, 3/17/22)
Unclear response	Unclear answer	“Saying what you believe.” (Jake, 3/17/22)
	No response	IDK

Table 13

Lesson 1: Human Rights Pre-Assessment Question 12

Artifact:		
Question 12: “Are human rights an issue of the past? The present? The future? Or all three? Explain.”		
Research Questions:		
(1) In what ways do students independently reflect on history and human rights in their written discourse?		
(3) In what ways do students engage in analysis and critical thinking through written discourse?		
Theme	Code	Example
Identified either past, present, future, or all three and gave an explanation	Past	“Yes, they were an issue back then because people didn’t listen to each other’s opinions on what made them happy, and treated them like they didn’t matter.” (Monique, 3/17/22)
	Present	<i>No student responses aligned with this code</i>
	Future	<i>No student responses aligned with this code</i>

Artifact:

Question 12: “Are human rights an issue of the past? The present? The future? Or all three? Explain.”

Research Questions:

- (1) In what ways do students independently reflect on history and human rights in their written discourse?
(3) In what ways do students engage in analysis and critical thinking through written discourse?
-

Theme	Code	Example
	All three	“They are all 3. People were discriminated against in the past, still discriminated against today, and will be discriminated in the future if inequality isn’t stopped.” (Mira, 3/17/22)
Did not identify past, present, future, or all three or give an explanation	No response	IDK

What is a Human Right? This lesson focused on giving students the opportunity to think, talk, and write about what the concept of rights means to them. The data analyzed included a working definition of a right created collaboratively and a comparison of the working definition with a formal definition of a right from the United Nations. Tables 13 and 14 show the alignment of each artifact from the lesson with the research questions, themes, and codes to which they align, as well as examples of codes.

Table 14*Lesson 3: What is a Human Right?- Working Definition*

Artifact: Defining Human Rights - Working Definition		
Research Questions: (2) In what ways do students collaboratively reflect on history and human rights in their written discourse? (3) In what ways do students engage in analysis and critical thinking through written discourse?		
Theme	Code	Example
Working definition contained at least one accurate characteristic	Describes a right as something people are entitled to, have the ability to do, or a freedom	“A right is when people have the freedom to make their own choices, and the ability to take action. People are all entitle to have rights.” (Mira, 3/21/22)
	Describes a right as something that leads to fulfillment as humans	“A right is a privilege given to a citizen so they can reach their full potential.” (Aiden, 3/21/22)
	Gives a specific example of a right	“Freedom of speech or to do something.” (Grayson, 3/21/22)
Working definition indicated student misconception of a right	Describes a right as a privilege or something that has to be allowed or is an obligation of someone that is required	“A right is an allowance to do something.” (Maryam, 3/21/22)
Unclear response	Vague	“Something you have when you are born.” (Aliyah, 3/21/22)
	No response	IDK

Table 15*Lesson 3: What is a Human Right? – Compare Definitions*

Artifact: Defining Human Rights - Compare Working Definition with UNESCO's Definition		
Research Questions: (2) In what ways do students collaboratively reflect on history and human rights in their written discourse? (3) In what ways do students engage in analysis and critical thinking through written discourse?		
Theme	Code	Example
Identified a similarity between student definition and UNESCO definition	Similarity noted	<i>No student responses aligned with this code</i>
Identified a difference between student definition and UNESCO definition	Student definition was more vague, less specific; UN definition was more detailed	“Looking at the whole world, not just a single country.” (Freya, 3/21/22)
	Identifies a specific difference	“It points out the importance of rights.” (Rose, 3/21/22)
No similarity or difference given	No comparison noted	“Explains how it allows a person to live.” (Isabella, 3/21/22)
	No response	IDK

World War II and the Double V Campaign. This lesson focused on helping students to understand the Double V Campaign, especially the rights for which African Americans were fighting. The artifact analyzed was a paragraph written independently, with the aid of a student-created Venn diagram, in which students compare the rights they thought about during the working definition lesson and those for which African Americans were fighting. Table 15 shows the alignment of the artifact from the lesson with the research questions, themes, and codes to which it aligns, as well as examples of codes.

Table 16

Lesson 4-5: World War II and the Double V Campaign

Artifact:

Compare “What is a Right” Responses with African American Rights in Double V Campaign. “Fill in the Venn diagram with your ideas from the Working Definition and Double V Campaign activities. Then write a short paragraph that summarizes the similarities and differences from your diagram.”

Research Questions:

- (1) In what ways do students independently reflect on history and human rights in their written discourse?
 - (3) In what ways do students engage in analysis and critical thinking through written discourse?
-

Theme	Code	Example
Identified a similarity between Working Definition rights and Double V rights	Rights people have today were also valued and fought for in the past	Both activities talked about ending the discrimination happening in the USA. Black people wanted to be able to equally use public facilities. They wanted an end to segregated work spaces and military. They also wanted education. In the “Your Rights” activity, I believed rights were something everyone is entitled to. Rights include expressing opinions and being able to use public places. In the “Double V” activity, Black people wanted to gain rights they thought they were entitled to. These rights include being able to vote, get employment opportunities, and to have the right to live. (Mira, 3/21/22)

Artifact:

Compare “What is a Right” Responses with African American Rights in Double V Campaign. “Fill in the Venn diagram with your ideas from the Working Definition and Double V Campaign activities. Then write a short paragraph that summarizes the similarities and differences from your diagram.”

Research Questions:

(1) In what ways do students independently reflect on history and human rights in their written discourse?

(3) In what ways do students engage in analysis and critical thinking through written discourse?

Theme	Code	Example
Identified a difference between Working Definition rights and Double V rights	Minorities have gained some rights they didn't have before	Some things changed from long ago but some things are still the same. Back then Black people didn't have equal rights, they couldn't get an education or certain jobs to provide for their families. Now we can go to school, get an education, and have a chance to go to college. We also can work where we want now. (Rose, 3/21/22)
	Segregation was an important issue for African Americans	Back then we were very segregated we couldn't do most things with white people. We couldn't eat with them, drink the same water, or sit in the same movie theater section. Now we can all be around each other. Some things are still not the same, the poverty is very high. (Rose, 3/21/22)
	Issues of the past were major rights like voting while students focused on leisurely or quality of life rights	“Most of the rights that the African Americans were fighting for were major rights like the right to vote. Most of my rights I listed were more leisure and related to quality of life” (Carlos, 3/21/22).

Artifact:

Compare “What is a Right” Responses with African American Rights in Double V Campaign. “Fill in the Venn diagram with your ideas from the Working Definition and Double V Campaign activities. Then write a short paragraph that summarizes the similarities and differences from your diagram.”

Research Questions:

(1) In what ways do students independently reflect on history and human rights in their written discourse?

(3) In what ways do students engage in analysis and critical thinking through written discourse?

Theme	Code	Example
Response indicated students identified with groups from the past	Response used “we” to describe past events or rights; speaks as part of the group they are describing “our/my people”	“Although things have changed tremendously since the 1940s some things are still the same. Back then people of color (or poc) did not have the rights to a good education or the jobs they needed to get by. Now we can work freely and go to any school or college. We were also very segregated back then. poc could not do everything whites did, we couldn’t use the same bathrooms, eat at the same restaurant or even drink the same water. Now we all have come together. Some things are still the same though. The poverty number for poc is still high and a hug problem in the Black community.” (Mia, 3/21/22)
No similarity or difference given	Inaccurate comparison noted	“A similarity is being able to go out in public freely.” (Aiden, 3/21/22)
	No response	IDK

Universal Declaration of Human Rights: Primary Source. This lesson focused on students reading, discussing, paraphrasing, and understanding the UDHR. The artifact

analyzed was a student response to a quote by Eleanor Roosevelt in which she talks about the connection between human rights and peace. Table 16 shows the alignment of the artifact from the lesson with the research questions, themes, and codes to which it aligns, as well as examples of codes.

Table 17

Lesson 6: Universal Declaration of Human Rights: Primary Source

Artifact:		
Eleanor Roosevelt “Peace” Quote: “Eleanor Roosevelt believed ‘that recognition of human rights might become one of the cornerstones on which peace could eventually be based.’ Do you agree or disagree with her statement? Explain. Can you give a real-world example?”		
Research Questions:		
(1) In what ways do students independently reflect on history and human rights in their written discourse?		
(3) In what ways do students engage in analysis and critical thinking through written discourse?		
Theme	Code	Example
Response stated an opinion about the quote	Agreed	“Yes, I agree because some people feel like if they don’t have human rights they have to fight for stuff.” (Grayson, 3/28/22)
	Disagreed	“I disagree because there is so many different people and someone will at least be biased at some point.” (Hamza, 3/28/22)

Artifact:

Eleanor Roosevelt “Peace” Quote: “Eleanor Roosevelt believed ‘that recognition of human rights might become one of the cornerstones on which peace could eventually be based.’ Do you agree or disagree with her statement? Explain. Can you give a real-world example?”

Research Questions:

(1) In what ways do students independently reflect on history and human rights in their written discourse?

(3) In what ways do students engage in analysis and critical thinking through written discourse?

Theme	Code	Example
	Not sure	“I’m in between agreeing and disagreeing because if we all understood each other and people could be nice to each other, it might be peaceful. But only for a while, until we found something to disagree on again. A current example is how Ukraine is being treated by Russia; they may be done whenever this war will be done, but with it would take so much.” (Grace, 3/28/22)
Response gave an explanation of their opinion	Explained the reason for agreeing	“I do agree because some people’s rights get overlooked and they don’t think it’s fair, which it’s not. If all human rights were seen, I feel peace could be made cause we’d all have equal rights.” (Isla, 3/28/22)
	Explained the reason for disagreeing	“I disagree, because people still have their own opinions about things like for example police show up and try to convince them to let them search their houses without a warrant, or suspicion.” (Aliyah, 3/28/22)

Artifact:

Eleanor Roosevelt “Peace” Quote: “Eleanor Roosevelt believed ‘that recognition of human rights might become one of the cornerstones on which peace could eventually be based.’ Do you agree or disagree with her statement? Explain. Can you give a real-world example?”

Research Questions:

(1) In what ways do students independently reflect on history and human rights in their written discourse?

(3) In what ways do students engage in analysis and critical thinking through written discourse?

Theme	Code	Example
Response gave a real-world example	Example was based on treatment of African Americans	“Yes, I agree because if everyone had their rights there would be no rioting or right marches. For example, in today’s world we have Blacks marching for their rights.” (Jake, 3/28/22)
	Example was based on women’s rights	“Yes! I think human rights are the foundation of world peace. I think every right always has controversy surrounding it. Right now, abortion rights which is women’s healthcare is being taken away by states. Many people are pro-life and many are pro-choice. But I think that rights are and do bring peace. Because they give you freedoms.” (Sofia, 3/28/22)

Artifact:

Eleanor Roosevelt “Peace” Quote: “Eleanor Roosevelt believed ‘that recognition of human rights might become one of the cornerstones on which peace could eventually be based.’ Do you agree or disagree with her statement? Explain. Can you give a real-world example?”

Research Questions:

(1) In what ways do students independently reflect on history and human rights in their written discourse?

(3) In what ways do students engage in analysis and critical thinking through written discourse?

Theme	Code	Example
	Example was based on a global issue or problem	“I agree with Roosevelt’s quote. I believe that everyone having the same human rights will bring world peace because of equality. An example of this is religion. During many land take-overs, people lost the right to practice their own religion. This brought disagreement which led to violent protest. Nations where people can follow their preferred religion don’t have to face religious inequality.” (Mira, 3/28/22)

Universality and Protection of Human Rights. This lesson focused on engaging students with human rights by having them collaboratively prioritize a list of rights and respond to several questions about those rights. The data analyzed included a list of the four rights students determined to be the most important with explanations, a student response to a question about whether those rights are universally respected, and a student response analyzing the power and limitations of the UDHR. Tables 17 and 19 show the alignment of each artifact from the lesson with the research questions, themes, and codes to which they align, as well as examples of codes.

Table 18

Lesson 8: Universality and Protection of Human Rights - Prioritizing

Artifact:

Prioritizing Human Rights: “With your partner, examine the photos and descriptions of human rights from the UDHR. If you were creating a bulletin board for school that focused on human rights but only had room for four of the rights, which four would you include? What are the four most important human rights of the ones shown? Explain why you chose each one.”

Research Questions:

(2) In what ways do students collaboratively reflect on history and human rights in their written discourse?

(3) In what ways do students engage in analysis and critical thinking through written discourse?

Theme	Code	Example
Responses listed the choices for the four most important rights	Everyone has the right to vote in free elections	Right to vote
	Everyone is entitled to a fair trial	Fair trial
	Everyone is entitled to freedom of religious beliefs	Religion
	Everyone has the right to be married	Married
	Everyone has the right to work and is entitled to protection from unemployment	Work
	Everyone has the right not to be subjected to torture or degrading punishment	Torture/punishment
	Everyone is entitled to an adequate living standard, including food, clothing, housing, and medical care	Living standard
	Everyone has the right not to be discriminated against because of race, sex, language, religion, political opinion, nationality, or social status	Discrimination

Table 19

Lesson 8: Universality and Protection of Human Rights – Universally Protected

Artifact:
Are Valued Human Rights Universally Protected?: “Are the four rights you chose universally respected, protected, and enjoyed? Do all people get to enjoy the rights?”

Research Questions:
(2) In what ways do students collaboratively reflect on history and human rights in their written discourse?
(3) In what ways do students engage in analysis and critical thinking through written discourse?

Theme	Code	Example
Response was that the rights are respected	Everyone gets the rights	“Everyone gets to enjoy the rights because they get to get married and speak freely, and have the right to own property, and have the right to belong to a religion.” (Rose, 3/29/22)
Response was that the rights are not respected	Rights are not respected due to the government	“No, we still face many of these issues today all around the world. Democracies and dictators are the cause of this because they don’t hold themselves accountable for the control they have on us.” (Imani, 3/29/22)
	Not respected due to discrimination	“No, because some groups still are discriminated based on their race, religion, or status in life. This causes some people to not receive the same rights others have.” (Isabella, 3/29/22)
	Not respected due to economic reasons	“Not all of them. Not everybody is able to get a job,...a lot of people don’t have adequate living standards...” (Aiden, 3/29/22)

Artifact:

Are Valued Human Rights Universally Protected?: “Are the four rights you chose universally respected, protected, and enjoyed? Do all people get to enjoy the rights?”

Research Questions:

(2) In what ways do students collaboratively reflect on history and human rights in their written discourse?

(3) In what ways do students engage in analysis and critical thinking through written discourse?

Theme	Code	Example
	Not respected due to differences between countries	“These rights are not always universally respected, protected or enjoyed by everyone. Some countries violate these basic human rights. In some countries, a person is ‘guilty’ until proven ‘innocent.’ In countries like Palestine, people are arrested or killed without any reason/ wrongly imprisoned.” (Maryam, 3/29/22)
Inadequate response	No response Ambiguous response	<i>Blank</i> “Yes because it’s the law in many countries. Some countries don’t follow the declaration.” (Darius, 3/29/22)

Table 20*Lesson 8: Universality and Protection of Human Rights – Power and Limitations*

Artifact:		
Power and Limitations of the UDHR: “What is the power and potential of a document like the UDHR? What are the limitations? Is there value in having an agreement whose goals may seem difficult or even impossible to achieve?”		
Research Questions:		
(2) In what ways do students collaboratively reflect on history and human rights in their written discourse?		
(3) In what ways do students engage in analysis and critical thinking through written discourse?		
(4) In what ways do students reflect on their experiences?		
Theme	Code	Example
Response demonstrated a thorough understanding of the UDHR	Includes both a positive aspect or a value, and a limitation	“Some limitations of document like these is they really can’t enforce the rights. The potential of this document is to possibly end many conflicts between people in other countries. I think there is value in having an agreement where some goals may seem impossible, because then we would put effort towards it and make it better.” (Sofia, 3/29/22)
Response demonstrated understanding of only one aspect of the UDHR	Includes only a positive aspect, value, or potential	The power and potential is great with things like the UDHR because it puts everyone in the same page and all follow under the same laws for fairness to not cause more issues. (Francisco, 3/29/22)
	Includes only a limitation	<i>No student responses aligned with this code</i>
Response demonstrated no understanding of the UDHR	No response	<i>Blank</i>

Eisenhower and the Little Rock Crisis. This lesson focused on building student understanding of the Little Rock Crisis and President Eisenhower’s role in it, as well as the human rights concept of correlative duties. The data analyzed included a preview question in which students were asked about who is responsible for ensuring people’s human rights and whether people have a duty to help, and an analysis and evaluation of President Eisenhower’s actions during the crisis. Tables 20 and 21 show the alignment of each artifact from the lesson with the research questions, themes, and codes to which they align, as well as examples of codes.

Table 21

Lesson 9: Eisenhower and the Little Rock Crisis – Duty Preview Question

Artifact:		
Duty Preview Question: “Whose responsibility is it to ensure people’s human rights? Do people have a duty to help others maintain or acquire human rights? For example, when considering equal rights for African Americans, what do all Americans have a duty to do, or not do?”		
Research Questions:		
(1) In what ways do students independently reflect on history and human rights in their written discourse?		
(3) In what ways do students engage in analysis and critical thinking through written discourse?		
Theme	Code	Example
Response identified government as primarily responsible for ensuring human rights	Government or leaders have primary responsibility	“The government so they can make it a priority and laws for people to proceed with.” (Monique, 4/1/22)
Response identified the people as having limited or secondary responsibility for ensuring human rights	Respect/obey laws	“I don’t think people have a duty other than respecting laws and make the government realize how Africans don’t have all rights.” (Hamza, 4/1/22)
	Don’t discriminate	“All Americans should not discriminate others or treat anybody less than.” (Isabella, 4/1/22)

Artifact:

Duty Preview Question: “Whose responsibility is it to ensure people’s human rights? Do people have a duty to help others maintain or acquire human rights? For example, when considering equal rights for African Americans, what do all Americans have a duty to do, or not do?”

Research Questions:

(1) In what ways do students independently reflect on history and human rights in their written discourse?

(3) In what ways do students engage in analysis and critical thinking through written discourse?

Theme	Code	Example
	Stand up for others	“I think people have the duty to stand up for others who may not have equal rights.” (Miesha, 4/1/22)
	Respect human rights	“Everyday people don’t need to be a good Samaritan, but should at least have the basic human respect.” (Lamonte, 4/1/22)
	Other	“Vote for the right person.” (Maryam, 4/1/22)
Response identified people and government as sharing responsibility	Everyone has responsibility – people and government	“It is everyone’s responsibility to ensure the rights of others. Yes, everyone has a moral obligation to make sure everyone has their proper human rights. All Americans have a duty to treat African Americans equally and speak up when they see African Americans being treated unequally.” (Carlos, 4/1/22)
Response identified the people as having primary responsibility	People are responsible	“The people who want human rights should be responsible because they have to maintain and achieve that right by letting the authorities know about it.” (Noah, 4/1/22)
Response does not answer the question	No response	<i>Blank</i>

Table 22*Lesson 9: Eisenhower and the Little Rock Crisis – Evaluating Actions*

Artifact:		
Evaluating President Eisenhower’s Actions: “After the Little Rock Crisis, some Americans criticized President Eisenhower for not doing enough to ensure civil rights for African Americans. Others felt he had gone too far in asserting federal power over the states. Evaluate President Eisenhower’s actions and response. What do you think of what he did? Thoroughly explain your answer.”		
Research Questions:		
(1) In what ways do students independently reflect on history and human rights in their written discourse?		
(3) In what ways do students engage in analysis and critical thinking through written discourse?		
Theme	Code	Example
Response stated agreement with Eisenhower’s actions	Eisenhower did just enough, what was right	“I think he did just right, because if it wasn’t for those troops sent out to fight for their freedoms, the same discrimination would happen.” (Francisco, 4/4/22)
Response stated disagreement with Eisenhower’s actions	Eisenhower did not do enough	“I think he did a pretty good job in ensuring the security of those students but he could do more like addressing those protestors and personally having a talk with the school, warning them to ensure the rights of everyone irrespective of race, color, etc.” (Maryam, 4/4/22)
	Eisenhower did too much	<i>No student responses aligned with this code</i>
Response included adequate explanation	Provided an explanation for stated opinion	“I feel like he did enough but the bare minimum because he made sure the kids were safe and able to get into the school like they were supposed to.” (Jake, 4/4/22)
Response was inadequate	No explanation, did not answer the question	<i>Blank</i>

Artifact:

Evaluating President Eisenhower’s Actions: “After the Little Rock Crisis, some Americans criticized President Eisenhower for not doing enough to ensure civil rights for African Americans. Others felt he had gone too far in asserting federal power over the states. Evaluate President Eisenhower’s actions and response. What do you think of what he did? Thoroughly explain your answer.”

Research Questions:

(1) In what ways do students independently reflect on history and human rights in their written discourse?

(3) In what ways do students engage in analysis and critical thinking through written discourse?

Theme	Code	Example
	No response	<i>Blank</i>

March on Washington and Group Action. This lesson focused on helping students to become familiar with the March on Washington and to see the event from different perspectives. The artifact analyzed was a student response to a process question in which they were asked to consider human rights from the perspective of someone for whom rights are not protected and discuss what that person would expect from people who have human rights’ protections and government or people in power. Table 22 shows the alignment of the artifact from the lesson with the research questions, themes, and codes to which it aligns, as well as examples of codes.

Table 23

Lesson 11: March on Washington and Group Action

Artifact:

Perspective and Duty Process Question: “In this activity, you examined the March on Washington from various perspectives. Think about the perspective of people for whom human rights are not protected. This could be a civilian in a war-torn country or a girl in a country where they are not allowed to go to school. What do you think these people would want or expect from people in power or those who have their human rights guaranteed (inside or outside their country)? Explain.”

Research Questions:

(1) In what ways do students independently reflect on history and human rights in their written discourse?

(3) In what ways do students engage in analysis and critical thinking through written discourse?

Theme	Code	Example
Response indicated that students would expect something from the government/people in power	Expect support, help, or respect from government or people in power	“People without rights would expect people in power to do something to respect their rights and make sure they will have rights.” (Landon, 4/12/22)
	Expect equality from government or people in power	“I think they would want people in power to use their privilege in order to help convince other powerful leaders to give citizens without rights the same rights they have. The people who don’t have those rights would probably want powerful leaders to make a change and openly given their money and support in order to help.” (Clara, 4/12/22)
	Expect people or government to stand up for, stick up for, fight for rights	“I think they would expect people in power to imagine if they were in their shoes. They probably would expect them to stand up for them as somebody who has the ability to help.” (Isabella, 4/12/22)

Artifact:

Perspective and Duty Process Question: “In this activity, you examined the March on Washington from various perspectives. Think about the perspective of people for whom human rights are not protected. This could be a civilian in a war-torn country or a girl in a country where they are not allowed to go to school. What do you think these people would want or expect from people in power or those who have their human rights guaranteed (inside or outside their country)? Explain.”

Research Questions:

(1) In what ways do students independently reflect on history and human rights in their written discourse?

(3) In what ways do students engage in analysis and critical thinking through written discourse?

Theme	Code	Example
	Expect something else from government or people in power	<i>No student responses aligned with this code</i>
Response indicated that students would expect something from other people	Expect support, help, or respect from other people	“I think these people would want people who have rights to do the best they can to show support for the people who don’t have them. And do what they can to help them secure their rights.” (Carlos, 4/12/22)
	Expect equality from other people	“They would want equality; they would expect to be treated equal and have equal rights.” (Francisco, 4/12/22)
	Expect other people to stand up for, stick up for, fight for rights	“I think they would want people to stick up for their rights and try to make sure everyone is given their rights. They would want people to speak up about the injustices.” (Jada, 4/12/22)

Artifact:

Perspective and Duty Process Question: “In this activity, you examined the March on Washington from various perspectives. Think about the perspective of people for whom human rights are not protected. This could be a civilian in a war-torn country or a girl in a country where they are not allowed to go to school. What do you think these people would want or expect from people in power or those who have their human rights guaranteed (inside or outside their country)? Explain.”

Research Questions:

(1) In what ways do students independently reflect on history and human rights in their written discourse?

(3) In what ways do students engage in analysis and critical thinking through written discourse?

Theme	Code	Example
	Expect something else from other people	“I think these people would want the people with power to try and make a difference. If it were a civilian in a war-torn country with other countries having power, the civilian would want other countries to donate food to help the hungry, and supply soldiers to rebuild the war broken country.” (Mira, 4/12/22)
Response indicated that students would not want anything from people or government	Nothing noted	<i>No student responses aligned with this code</i>

Categorizing Human Rights: Old and New Rights. This lesson focused on building student understanding of different types of rights, such as old and new rights which in this lesson were further described as civil and political or social and economic rights. The data analyzed included a process question in which students were asked to consider whether the civil rights for which African Americans were fighting were old, new, or a combination of the two and another question which asked students to choose what they think is the most important right to focus on in America today and explain why. Tables

23 and 24 show the alignment of each artifact from the lesson with the research questions, themes, and codes to which they align, as well as examples of codes.

Table 24

Lesson 15: Categorizing Human Rights: Old and New Rights – Process Question

Artifact:		
Civil Rights: Old or New Process Question: “Think about the rights that African Americans were fighting for in the Civil Rights Movement. Would you classify those rights as old or new rights? Or were they a combination of the two? Explain your answer.”		
Research Questions:		
(1) In what ways do students independently reflect on history and human rights in their written discourse?		
(3) In what ways do students engage in analysis and critical thinking through written discourse?		
Theme	Code	Example
Response adequately explained student response to the question	Answered old right with explanation	“Old because they want their human rights and want protection from the government.” (Darius, 4/29/22)
	Answered new right with explanation	<i>No student responses aligned with this code</i>
	Answered a combination with explanation	“I think it was a combination of the two because ‘no one has the right to hold you in slavery’ would be considered old but ‘every adult has the right to a job, a fair wage, and membership in a trade union’ is considered new and African Americans fought for both.” (Isla, 4/29/22)
Response did not adequately explain student response to the question	Answered old right with poor explanation	<i>No student responses aligned with this code</i>
	Answered new right with poor explanation	“They are new right because they were fighting for them back then.” (Maya, 4/29/22)

Artifact:

Civil Rights: Old or New Process Question: “Think about the rights that African Americans were fighting for in the Civil Rights Movement. Would you classify those rights as old or new rights? Or were they a combination of the two? Explain your answer.”

Research Questions:

(1) In what ways do students independently reflect on history and human rights in their written discourse?

(3) In what ways do students engage in analysis and critical thinking through written discourse?

Theme	Code	Example
	Answered a combination with poor explanation	“I think they were both because some of them were required back then and now they’re not.” (Isabella, 4/29/22)
Response did not indicate a choice	No answer	<i>No response</i>

Table 25

Lesson 15: Categorizing Human Rights: Old and New Rights – Most Important

Artifact:

UDHR – Most Important Right for America Today: “Of all the rights in the UDHR, which one do you think is the most important one to focus on in America today? Explain.”

Research Questions:

(1) In what ways do students independently reflect on history and human rights in their written discourse?

(3) In what ways do students engage in analysis and critical thinking through written discourse?

(4) In what ways do students reflect on their experiences?

Theme	Code	Example
Response included a choice of the most important right in America today	Speech, voice opinions	“Everyone has the right to their beliefs because on social media is always arguing on what they think should be right or wrong when everyone should be entitled to their own opinion.” (Isabella, 4/29/22)

Artifact:

UDHR – Most Important Right for America Today: “Of all the rights in the UDHR, which one do you think is the most important one to focus on in America today? Explain.”

Research Questions:

(1) In what ways do students independently reflect on history and human rights in their written discourse?

(3) In what ways do students engage in analysis and critical thinking through written discourse?

(4) In what ways do students reflect on their experiences?

Theme	Code	Example
	Equality before the law, fair treatment by justice system	“The right to not be falsely imprisoned because there’s many cases that end up with someone innocent being locked up.” (Francisco, 4/29/22)
	Beliefs, religion	“Freedom of religion because even though it’s allowed in America, people still face discrimination just because of their religion.” (Darius, 4/29/22)
	Vote	“The right to vote is the most important one to focus on in America today because voting allows citizens to give their opinion on who should run the country.” (Mira, 4/29/22)
	Education	“The right to have a good education because that’s important to have in order to succeed.” (Monique, 4/29/22)
	Not to be held in slavery	“The right to not be held in slavery because without that where would African Americans be today.” (Maya, 4/29/22)

Artifact:

UDHR – Most Important Right for America Today: “Of all the rights in the UDHR, which one do you think is the most important one to focus on in America today? Explain.”

Research Questions:

- (1) In what ways do students independently reflect on history and human rights in their written discourse?
 - (3) In what ways do students engage in analysis and critical thinking through written discourse?
 - (4) In what ways do students reflect on their experiences?
-

Theme	Code	Example
	Other	“We are all entitled to a social order in which we enjoy these rights because we should be able to enjoy them and not feel guilty for it or always think about how things are never going to change.” (Aliyah, 4/29/22)

Supreme Court and Loving v. Virginia: Right to Marry. This lesson focused on helping students to understand the Loving v. Virginia court case and the circumstances that led up to it using a group communication tool called a Graffiti Board during which students wrote their thoughts about the rights and duties surrounding marriage. The artifact analyzed was a student response to a question that asked them to reflect on their learning during the Graffiti Board activity. Table 25 shows the alignment of the artifact from the lesson with the research questions, themes, and codes to which it aligns, as well as examples of codes.

Table 26

Lesson 16: Supreme Court and Loving v. Virginia – Right to Marry

Artifact:
Graffiti Board Question: “Did you think this was an effective way for you to think about and communicate about this topic? Explain.”

Research Questions:
(1) In what ways do students independently reflect on history and human rights in their written discourse?
(4) In what ways do students reflect on their experiences?

Theme	Code	Example
Response indicated that student found the activity effective	Yes, it was effective	“Yes, I saw what my peers thought and I was able to think about it and if I agreed or disagreed.” (Clara, 5/2/22)
Response indicated that student did not find activity effective	No, it was not effective	No, it wasn’t - “I wasn’t thinking about it that much.” (Grayson, 5/2/22)
Response did not indicate student’s opinion	No response	<i>Blank</i>

Redlining and Housing Discrimination – Long-term Effects. This lesson focused on learning about redlining and housing discrimination by having students examine primary sources such as photographs, maps, advertisements, and signs and using a Head, Heart, and Conscience chart to help them think about five of the sources of their choice. The artifact analyzed was a student response to a question asking them to reflect on their learning during the lesson and specifically on the chart. Table 26 shows the alignment of the artifact from the lesson with the research questions, themes, and codes to which it aligns, as well as examples of codes.

Table 27

Lesson 18-19: Redlining and Housing Discrimination - Long-term Effects

Artifact:		
Housing Discrimination Process Question: “Reflect on your learning during this lesson. Did you find it helpful to think about the documents in terms of the Head, Heart, and Conscience (HHC) chart? How did this activity help you build understanding of how cities and neighborhoods were segregated?”		
Research Questions:		
(1) In what ways do students independently reflect on history and human rights in their written discourse?		
(4) In what ways do students reflect on their experiences?		
Theme	Code	Example
Response stated that activity was helpful	Activity was helpful and response included the HHC chart	“I think it’s easier to use as reflection in order to make decisions about what was both learned and felt.” (Nora, 5/4/22)
	Activity was helpful and response did not include HHC chart	“In a way, I was able to understand their feelings after studying so many sources about segregation, including these. All the sources added up to a general understanding of what they went through.” (Lamonte, 5/4/22)
	Activity was helpful but HHC chart was not	“I didn’t really find it helpful to think about the documents in terms of the Head, Heart, and Conscience. This activity helped me to understand the extent and execution of de jure segregation as well as its results.” (Carlos, 5/4/22)
Response stated that activity was not helpful	Activity was not helpful and response mentioned HHC chart	<i>No student responses aligned with this code</i>
	Activity was not helpful and response did not mention HHC chart	<i>No student responses aligned with this code</i>

Artifact:

Housing Discrimination Process Question: “Reflect on your learning during this lesson. Did you find it helpful to think about the documents in terms of the Head, Heart, and Conscience (HHC) chart? How did this activity help you build understanding of how cities and neighborhoods were segregated?”

Research Questions:

(1) In what ways do students independently reflect on history and human rights in their written discourse?

(4) In what ways do students reflect on their experiences?

Theme	Code	Example
Response did not state whether activity was helpful	No response	<i>Blank</i>

Culminating Activity – Hexagonal Thinking. This lesson required students to consider 19 concepts and vocabulary terms from the unit and one current event that they chose; each one was written on small hexagon shaped pieces of paper. The first part of the task was to arrange the hexagons with sides touching to represent a connection between the concepts or terms. Each concept could have multiple connections since each hexagon had six sides. The next part of the task was to choose at least six of the specific connections and write out a description of why or how they are connected. Each side touching was considered a basic connection while the written explanation was considered an in-depth connection. The artifact analyzed was the final project with all of the hexagons taped down and written responses completed. Table 27 shows the alignment of the artifact from the lesson with the research questions, themes, and codes to which it aligns, as well as examples of codes.

Table 28

Lesson 20: Culminating Activity - Hexagonal Thinking

Artifact:

Hexagon Review Activity: Students were instructed to show basic and explain in-depth connections among history, human rights, and current events by completing this hexagon project.

Research Questions:

(1) In what ways do students independently reflect on history and human rights in their written discourse?

(3) In what ways do students engage in analysis and critical thinking through written discourse?

(4) In what ways do students reflect on their experiences?

Theme	Code	Example
Projects contained basic connections	Basic connection – history and human rights	“Human Rights” and “Martin Luther King, Jr.” (Clara, 5/6/22)
	Basic connection – human rights and current events	“BLM” (Current Event) and “Equality before the Law” (Charlotte, 5/6/22)
	Basic connection – history and current events	“Black Lives Matter” (Current Event) and “March on Washington” (Mia, 5/6/22)
Projects contained in-depth connections	In-depth connection – history and human rights	“Loving v. Virginia” and “Human Rights” – “The Lovings were married and because one was Black and one was white they weren’t approved for marriage. Everyone should have the right to marry who they please.” (Isabella, 5/6/22)
	In-depth connection – human rights and current events	“BLM” (Current Event) and “Equality before the Law” – “BLM is a movement that primarily protests incidents of police brutality.” (Charlotte, 5/6/22)

Artifact:

Hexagon Review Activity: Students were instructed to show basic and explain in-depth connections among history, human rights, and current events by completing this hexagon project.

Research Questions:

(1) In what ways do students independently reflect on history and human rights in their written discourse?

(3) In what ways do students engage in analysis and critical thinking through written discourse?

(4) In what ways do students reflect on their experiences?

Theme	Code	Example
	In-depth connection – history and current events	“Black Lives Matter” and “Civil Rights” – Civil Rights and Black Lives Matter movement are connected because the BLM movement shows people using their civil rights to protest.” (Francisco, 5/6/22)

Validity

“Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures” (Creswell, 2013, p. 251). Validity in qualitative research is based on determining whether findings are accurate from the view of the researcher, the participant, and the readers of an account. Terms that indicate qualitative validity include trustworthiness, authenticity, and credibility (Creswell, 2013, p. 251). Yin (2018) discusses three tests for judging the quality of research designs and maximizing validity.

First, construct validity is “identifying correct operational measures for the concepts being studied” (Yin, 2018, p. 42). One way to ensure that this is done is to use multiple sources of evidence so that “convergent lines of inquiry” may be found. This is otherwise known as triangulation. In this case study, data were collected from the

instructional unit itself, the instructional materials, students' individual written discourse, students' collaborative written discourse, written discourse from whole-class activities, student learning reflections, and teacher participant observations and reflections. This variety of data sources provided opportunities to support, or refute, propositions and findings. Maintaining a chain of evidence during data collection and analysis also contributed to construct validity.

Second, internal validity for explanatory studies seeks to “establish a causal relationship, whereby certain conditions are believed to lead to other conditions, as distinguished from spurious relationships” (Yin, 2018, p. 42). Internal validity, therefore, depends on a research design that incorporates procedures to ensure that it can rule out alternative explanations for findings and therefore support any claims made about cause-and-effect relationships. In case studies, according to Yin (2018), tactics that increase internal validity are performed at the analytic stage and are incorporated into the following strategies: “pattern matching, explanation building, addressing rival explanations, and using logic models” (Yin, 2018, p. 45). These strategies were used as appropriate in this case study depending on the type of data source.

Third, external validity “deals with the problem of knowing whether a study's findings are generalizable beyond the immediate study” (Yin, 2018, p. 45). For a case study, it is important to remember that the case is not a sample that can be thought of as being generalizable to a population. Instead, the case study provides an “opportunity to shed empirical light on some theoretical concepts or principles” (Yin, 2018, p. 38). In order to do this, the findings of the case study should be compared to the theory or theoretical propositions that evolved from the research questions. According to Yin

(2018), “case studies, like experiments, are generalizable to theoretical propositions and not to populations or universes” (p. 20). In this case study, the propositions were stated and used in the analytic phase to ensure the highest possible level of external validity.

Reliability

“Qualitative reliability indicates that the researcher’s approach is consistent across different researchers and different projects” (Creswell, 2013, p. 251). For a case study, specifically, Yin (2018) explains that “the goal of reliability is to minimize the errors and biases in a study” (p. 46). Even though recreating the same case again is unlikely, researchers should articulate their procedures as if that may happen. Reliability is primarily addressed in the data collection phase but planning for it occurs in the design phase. For this case study, the researcher created and used a case study protocol so that procedures were clearly outlined prior to beginning data collection. In addition, the researcher used a case study database to organize and store data collected throughout the study. This ensured that data would be accessible and that specific artifacts could be located when needed during the study and after it was completed. As with validity, maintaining a chain of evidence is important to reliability as well. The researcher and any future readers of the study should be able to determine how each data source moved from its point of creation to the database. This ensures that the data collection can be replicated in the future and makes the case study more reliable.

Ethical Considerations

The Belmont Report contains the core principles that form the universally accepted basis for research ethics. Respect for persons is a commitment to the autonomy of research participants and to protect vulnerable people from exploitation. In

consultation with the Institutional Review Board, it was determined that this study does not meet the criteria for generalizability under the federal definition of research. Since it is a case study, it will focus on the case, the instructional unit, and not be generalizable to any group of people. As a result, IRB approval was not required. However, the school principal and district director of curriculum reviewed, endorsed, and approved this study. Additionally, the risks to the participants were minimal based on two main reasons. The implementation of the instructional unit did not involve any activities that would not normally be found in history or social studies instruction and the curriculum and instructional strategies were used regularly in this classroom. The data sources used would be produced within the normal course of classroom instruction and none of the data sources were graded assignments since the focus of the study was on the process of learning and discourse.

Beneficence is a commitment to minimize the risks of research and maximize benefits for the participants. The methods of data collection, including classroom artifacts and observations that were a normal part of classroom instruction, carried no more than minimal risk. Confidentiality was a concern that was limited by careful storage of data and replacing names of students with numbers before any of the data was analyzed. Benefits of this research were maximized because the study focused on understanding how the implementation of the instructional unit impacted learning and discourse for students. Current and future students could benefit from this case study research.

Justice is a commitment to ensure fairness in the risks and benefits of research including ensuring that those who would benefit the most are the ones participating in the research (Mack, 2005, p. 20). In this study, the participants were a social studies teacher

and high school students from a diverse urban high school. The students in the study and those who follow them had the most to gain from participating in the instructional unit. Since this unit is designed to teach history with a human rights perspective, the diverse group of student participants, many of whom come from minority or marginalized groups, were the best group of students to participate and possibly gain insights into how they can use an understanding of history to understand and claim their and others' human rights.

Chapter Four

Results

The findings presented in this chapter are the result of the case study of the instructional unit entitled “The Civil Rights Movement Through a Human Rights Lens.” The purpose of this unit was to teach the history of the Civil Rights Movement while integrating both the history and concept of human rights. Additionally, the focus of the study was to investigate how students engaged and interacted with the unit through their discourse. The primary data collected for the case study came from written discourse produced independently or collaboratively by the students. However, the participant observer also provided insight into verbal classroom and small group discourse and interaction. The unit included a variety of lesson types and activities including whole-class instruction, discussion, small-group collaboration, problem solving, primary source analysis, graphic organizers, writing assignments, and small-group and whole-class written conversations. Although the data comes from assignments and artifacts created by the students, the focus of the case study is the instructional unit itself. The researcher focused on the ways in which the content, activities, and overall organization of the unit encouraged and allowed students to engage with history, human rights, and current events. In addition, students were encouraged throughout the unit to make explicit connections among history, human rights, and current events. The ultimate goal of this instructional unit and possibly others like it is to promote the inclusion of human rights learning and education in American public schools by integrating it with a natural and logical companion, history instruction. Table 29 shows the basic organization of the

instructional unit, including the major sections, lessons, topics, number of days spent on each lesson, and lesson activities.

Table 29

Unit structure at-a-glance

Lesson	Days/Date(s)	Topic	Activities
Section 1: Pre-Assessment and Review			
1	1 - 3/17	Civil and Human Rights	Pre-assessments
2	1 – 3/18	African American Civil Rights Review (up to WWII)	Timeline/questions
Section 2: Introduction to Human Rights and the UDHR			
3	1 – 3/21	What is a human right?	Think, pair, share Working definition Comparison
4-5	3 – 3/22,23,24	WWII and Double V Campaign	Preview question and reading Primary source analysis Venn diagram and writing
6	1 – 3/25	Universal Declaration of Human Rights - creation	Video and 3-2-1 activity Discussion
7	1 – 3/28	Universal Declaration of Human Rights – primary source	Peace review question Group paraphrasing Discussion
8	1 – 3/29	Universality and protection of rights	UDHR review question Small group – prioritize Small group – Infographic
Section 3: Civil Rights Movement and Human Rights			
9	2 – 4/1,4	Eisenhower and the Little Rock Crisis	Duty preview question K-W-L school segregation People and perspectives Correlative duties Evaluate Eisenhower
10	1 – 4/5	Rosa Parks and claiming human rights	Reading on Rosa Parks Preview question Primary source questions Process question
11	2 – 4/11,12	March on Washington and group action	Preview question “I Have a Dream” speech Big Paper Silent Conversation Duty process question

Lesson	Days/Date(s)	Topic	Activities
12	1 – 4/13	President Kennedy’s Speech	Read Kennedy’s speech Watch speech and notes Evaluate effectiveness
13	1 – 4/25	Types of protest, SNCC, and Freedom March	T-chart – nonviolence Reading – Ella Baker Concept/definition map Nonviolence process question
Section 4: Focusing on the Human Rights of the Civil Rights Movement			
14	1 - skipped	Murder of Emmett Till	Primary source analysis Observe, reflect, and question Graffiti Board Learning reflection
15	1 – 4/29	Categorizing human rights – old and new rights	UDHR review question Instruction – old and new rights Partner – categorize Evaluate most important right
16	1 – 5/2	Supreme Court and Loving v. Virginia – right to marry	Supreme Court review reading Loving’s story Graffiti Board Learning reflection
17	1 – 5/3	MLK, Jr on Vietnam – human rights and war	Preview question “Why Protest” speech Pair questions Ironies process question
18-19	2 – 5/4,5	Redlining and housing discrimination – long-term effects	Preview question Read and discuss article Primary source analysis Head, heart, and conscience Segregation video Learning reflection
Section 5: Making Connections: History, Human Rights, and Current Events			
20	2 – 5/6,9	Making connections among history, human rights, and current events	Hexagonal thinking project

In this chapter, the findings are organized by the lesson in the instructional unit from which they came. Some lessons include only one or two assignments, questions, or

artifacts that were analyzed while others contain several. Several lessons did not generate a data source that was analyzed; a brief description of each of these lessons is included to ensure the flow of the unit is clear. The inclusion of an artifact for analysis depended on the lesson and whether each part directly related to one of the research questions and to the overall purpose of the unit. Within the discussion of each assignment, question, or artifact, the relevant research questions will be identified and addressed. This information is also found in Table 30 which shows the alignment of lessons, artifacts, and research questions. Organizing the discussion by research question was considered but since this is a case study it was determined that viewing the unit chronologically and in the same order in which students engaged with the material would be more beneficial to understanding the effects of the unit implementation.

Table 30

Data sources, artifacts, and research question alignment

Research Questions:		
Within a unit of instruction about the Civil Rights movement taught through a human rights lens:		
(1) In what ways do students independently reflect on history and human rights in their written discourse?		
(2) In what ways do students collaboratively reflect on history and human rights in their written discourse?		
(3) In what ways do students engage in analysis and critical thinking through written discourse?		
(4) In what ways do students reflect on their experiences?		
Lesson Topic	Artifact	Research Question(s)
Section 1: Pre-Assessment and Review		
1 Civil Rights Pre-Assessment	Question 1 “What do you think of when you think of Civil Rights? How would you define a civil right?”	1
1 Civil Rights Pre-Assessment	Question 3c “Does writing things down help you learn, even if you dislike doing it? Explain.”	4

Research Questions:

Within a unit of instruction about the Civil Rights movement taught through a human rights lens:

(1) In what ways do students independently reflect on history and human rights in their written discourse?

(2) In what ways do students collaboratively reflect on history and human rights in their written discourse?

(3) In what ways do students engage in analysis and critical thinking through written discourse?

(4) In what ways do students reflect on their experiences?

Lesson Topic	Artifact	Research Question(s)
1 Human Rights Pre-Assessment	Question 1 “Write your own definition of a human right. If someone asked you what a human right was, how would you answer them?”	1
1 Human Rights Pre-Assessment	Questions 2, 4, 5, 8, 9 “How does someone get human rights?” “Who gets or qualifies for human rights?” “Does everyone have the same rights, regardless of where they live or what groups they belong to? Explain.” “What is a duty? What might a duty have to do with a right?” “What is the difference between an old and a new right?”	1
1 Human Rights Pre-Assessment	Question 6 “What is the Universal Declaration of Human Rights? a) When was it written? b) Who wrote it and pushed for it to be written? c) Why was it written? d) What do you think its purpose was?”	1
1 Human Rights Pre-Assessment	Question 10 “Do individuals, like yourself, have a role to play in human rights? If so, what is an individual’s role in human rights?”	1
1 Human Rights Pre-Assessment	Question 12 “Are human rights an issue of the past? The present? The future? Or all three? Explain.”	1 3
Section 2: Introduction to Human Rights and the UDHR		
3 What is a Human Right?	Defining Human Rights - Working Definition (completed with a partner to create a definition of a right)	2 3

Research Questions:

Within a unit of instruction about the Civil Rights movement taught through a human rights lens:

(1) In what ways do students independently reflect on history and human rights in their written discourse?

(2) In what ways do students collaboratively reflect on history and human rights in their written discourse?

(3) In what ways do students engage in analysis and critical thinking through written discourse?

(4) In what ways do students reflect on their experiences?

Lesson Topic	Artifact	Research Question(s)
3	Defining Human Rights - Compare Working Definition with UNESCO's Definition	2
What is a Human Right?	(completed with a partner)	3
4-5	Compare "What is a Right" Responses with African American Rights in Double V Campaign	1
World War II and the Double V Campaign	"Fill in the Venn diagram with your ideas from the Working Definition and Double V Campaign activities. Then write a short paragraph that summarizes the similarities and differences from your diagram."	3
7	Eleanor Roosevelt "Peace" Quote	1
Universal Declaration of Human Rights – Primary Source	"Eleanor Roosevelt believed 'that recognition of human rights might become one of the cornerstones on which peace could eventually be based.' Do you agree or disagree with her statement? Explain. Can you give a real-world example? (completed as a review question at the beginning of the lesson)	3
8	Prioritizing Human Rights	2
Universality and Protection of Human Rights	"With your partner, examine the photos and descriptions of human rights from the UDHR. If you were creating a bulletin board for school that focused on human rights but only had room for four of the rights, which four would you include? What are the four most important human rights of the ones shown? Explain why you chose each one."	3
8	Are Valued Human Rights Universally Protected?	2
Universality and Protection of Human Rights	"Are the four rights you chose universally respected, protected, and enjoyed? Do all people get to enjoy the rights?" (completed in a small group with discussion)	3

Research Questions:

Within a unit of instruction about the Civil Rights movement taught through a human rights lens:

- (1) In what ways do students independently reflect on history and human rights in their written discourse?
- (2) In what ways do students collaboratively reflect on history and human rights in their written discourse?
- (3) In what ways do students engage in analysis and critical thinking through written discourse?
- (4) In what ways do students reflect on their experiences?

Lesson Topic	Artifact	Research Question(s)
8	Power and Limitations of the UDHR	2
Universality and Protection of Human Rights	“What is the power and potential of a document like the UDHR? What are the limitations? Is there value in having an agreement whose goals may seem difficult or even impossible to achieve?” (completed in a small group with discussion)	3 4
Section 3: Civil Rights Movement and Human Rights		
9	Duty Preview Question	1
Eisenhower and the Little Rock Crisis	“Whose responsibility is it to ensure people’s human rights? Do people have a duty to help others maintain or acquire human rights? For example, when considering equal rights for African Americans, what do all Americans have a duty to do, or not do?”	3
9	Evaluating President Eisenhower’s Actions	1
	“After the Little Rock Crisis, some Americans criticized President Eisenhower for not doing enough to ensure civil rights for African Americans. Others felt he had gone too far in asserting federal power over the states. Evaluate President Eisenhower’s actions and response. What do you think of what he did? Thoroughly explain your answer.”	3
11	Perspective and Duty Process Question	1
March on Washington and Group Action	“In this activity, you examined the March on Washington from various perspectives. Think about the perspective of people for whom human rights are not protected. This could be a civilian in a war-torn country or a girl in a country where they are not allowed to go to school. What do you think these people would want or expect from people in power or those who have their human rights guaranteed (inside or outside their country)? Explain.”	3

Research Questions:

Within a unit of instruction about the Civil Rights movement taught through a human rights lens:

(1) In what ways do students independently reflect on history and human rights in their written discourse?

(2) In what ways do students collaboratively reflect on history and human rights in their written discourse?

(3) In what ways do students engage in analysis and critical thinking through written discourse?

(4) In what ways do students reflect on their experiences?

Lesson Topic	Artifact	Research Question(s)
Section 4: Focusing on the Human Rights in the Civil Rights Movement		
15	Civil Rights: Old or New Process Question	1
Categorizing Human Rights – Old and New Rights	“Think about the rights that African Americans were fighting for in the Civil Rights Movement. Would you classify those rights as old or new rights? Or were they a combination of the two? Explain your answer.”	3
15	UDHR – Most Important Right for America Today	1 3
Categorizing Human Rights – Old and New Rights	“Of all the rights in the UDHR, which one do you think is the most important one to focus on in America today? Explain.”	4
16	Graffiti Board Question	1
Supreme Court and Loving v. Virginia – Right to Marry	“Did you think this was an effective way for you to think about and communicate about this topic? Explain.”	4
18-19	Housing Discrimination Process Question	1
Redlining and Housing Discrimination- Long-term Effects	“Reflect on your learning during this lesson. Did you find it helpful to think about the documents in terms of the Head, Heart, and Conscience chart? How did this activity help you build understanding of how cities and neighborhoods were segregated?”	4
Section 5: Making Connections: History, Human Rights, and Current Events		
20	Hexagon Review Activity	1
Culminating Activity - Hexagonal Thinking	Students were instructed to show basic and explain in-depth connections among history, human rights, and current events by completing this hexagon project.	3 4

Section 1: Pre-Assessment and Review

Lesson 1: Civil Rights and Human Rights Pre-Assessment

At the beginning of the unit, a two-part pre-assessment was administered. The first part focused on the history of the Civil Rights Movement, what would normally be taught in a unit covering this topic in high school American history. Most of this part of the pre-assessment was relevant to the teacher (in regard to the history standards that are part of this overall course) and not the case study (focused on the integration of history and human rights). However, there were two questions that were analyzed in relation to the case study because it was determined that student responses could be helpful in understanding later assignments. The second part of the pre-assessment was designed to gauge student understanding of the history and concept of human rights. This part had numerous questions that would provide a baseline for how much students knew and understood about human rights before beginning the instructional unit. Students were accustomed to completing pre-assessments in this classroom so there was little resistance to this assignment. Some students expressed concern when they did not know an answer; this was a little bigger problem than normal because the pre-assessments were longer than average and students were less likely to be familiar with items on the human rights part. However, students relaxed when the teacher reassured them that this was not graded and, therefore they could not get any questions wrong. They were given permission to write “I don’t know” or “IDK.”

Civil Rights Pre-Assessment – Question 1. The first question analyzed from the Civil Rights pre-assessment was “What do you think of when you think of civil rights? How would you define a civil right?” This question was designed to determine whether

students had an understanding of what civil rights are. Most students should have studied the Civil Rights Movement at some point in their formal education prior to high school but it was not clear how detailed their understanding of civil rights was since they come from multiple different elementary schools and often from outside the district or state. This question directly relates to Research Question 1 which asks “in what ways do students independently reflect on history and human rights in their written discourse.” Student responses to this question will provide a baseline for student knowledge about the core idea of the Civil Rights Movement.

All of the students (N=32) who met the criteria to be included in the case study responded to this question. One of the key ideas of civil rights is that they are rights ensured and protected by the government. None (n=0, 0%) of the students included this concept in their explanation or definition. About a third (n=10, 31%) of the students did not give a response that included any aspect of civil rights. For example, Isla (3/17/22) said “I think of history/ the Civil rights movement” and Maya (3/17/22) reported that “I think of slave history.” Some responses are unclear but point to possible connections students may be making to previous instruction or experiences such as “civil rights are rights decided by past experiences that may have gone wrong” (Nora, 3/17/22). A small group of students (n=5, 16%) did not respond to the question at all.

However, many students did include some ideas in their responses that indicated they had previous experience with studying the Civil Rights Movement. Almost half of students (n=15, 47%) mentioned that civil rights had something to do with equality, freedom, or the ability to make choices. Imani (3/17/22) said “Civil rights are choices given to people in order to keep order in civilization.” Monique (3/17/22) described a

civil right as “when back then the African Americans was trying to create peace for us and give us freedom/justice.” Freya (3/17/22) described civil rights as “Equal rights for everyone. Doesn’t matter your skin color, you should have the same rights as everyone else in that country.” In one of the more sophisticated, but still incomplete, responses, Carlos wrote “I think of people oppressed and people having their rights taken away. A basic right that any good person deserves and a right that cannot be taken away based on things out of your control.” This response accurately points out that groups of people had been oppressed and that rights should not be taken away but it fails to identify the role of government or a constitution and limits rights to only good people. A smaller group of students (n=7, 22%) gave a relevant example in their response, such as a person, event, or specific right for which people were fighting. “I think of the Civil Rights movement in attempts to stop segregation and discrimination. I would define civil rights as the rights each person deserves to be treated just like everyone else and not be an outcast to society” Odina (3/17/22). Monique (3/17/22) stated that she thought of “Martin Luther King, Rosa Parks, Harriet Tubman” and Landon (3/17/22) said that he thought of “Martin Luther King and other African American idols fighting for equality.”

Civil Rights Pre-Assessment – Question 3c. The second question analyzed from the Civil Rights Pre-Assessment was “Think about your own learning and experiences. Does writing things down help you to learn, even if you dislike doing it? Explain.” The purpose of this question was to understand how students view their own use of writing in their learning. This was particularly important because the focus of this case study was to examine how students engaged with elements of the instructional unit through written discourse. This question directly related to Research Question 4, which asked “in what

ways do students reflect on their experiences?” Student responses to this question will provide insight into the extent to which students value writing in their learning.

Of all the students who responded to this question (N=32), a large majority (n=26, 81%) responded that they do find that writing things down helps them to learn. Many students explained that writing helps them remember, such as Nora (3/17/22) who said that “Yes, it helps me remember info better. I actually love writing.” Similarly, Diamond (3/17/22) stated that “Yes it helps me, because I wrote it down I have a better chance of remembering.” Other students stated that the benefit of writing included more than just helping them remember something. For example, “Yes it does, I feel I digest the information better.” (Miesha, 3/17/22). Freya (3/17/22) explained that writing helped her because “yes so I can put it into my own words,” while Malik (3/17/22) simply stated that “It helps me learn.” Only one student (n=1, 3%) stated that writing does not help them learn. Aiden (3/17/22) explained that “No. It doesn’t help at all. I’m more of a ‘just using my mind’ type of person.” In addition to students who replied with a firm yes or no to this question, a small group (n=4, 13%) were more ambiguous in their responses, stating that writing sometimes, maybe, or sort of helps them learn. For example, Imani (3/17/22) said this about whether writing helps her learn - “Sorta, I prefer more creative learning activities to keep me interested.” Monique (3/17/22) replied that writing helps “Sometimes depending on what I’m learning or interested in honestly.” One student (n=0, 3%) did not respond to the question at all. Overall, the responses to this question indicated that students had some awareness of whether and to what extent writing helps them to learn, with a majority stating that it is helpful in some way.

Human Rights Pre-Assessment – Question 1. The first question analyzed from the Human Rights Pre-Assessment was “Write your own definition of a human right. If someone asked you what a human right was, how would you answer them?” This question aimed to discover what students knew and could articulate about the concept of human rights. The results of the data from this question correspond to lessons later in the unit and provide a baseline of student knowledge. This item primarily addresses Research Question 1, which is “In what ways do students independently reflect on history and human rights in their written discourse?”

When analyzing student responses, five key aspects of human rights were identified as comprising a possible definition of human rights: 1) identifying rights as freedoms, choices, or things people are allowed to do or giving specific example(s) of human rights, 2) everyone has human rights – they are universal, 3) people do not have to do anything to get human rights – they have them because they are human, 4) human rights need to be protected – there are duties that go with each one, and 5) there are different types of human rights – political, civil, economic, and social. As expected, since students had likely never formally studied human rights, none of the students in the case study (N=32) articulated a definition containing all of these aspects. One student (3%) did not include any of the key aspects in their definition. However, most of the students (n=24, 75%) included one of the key aspects in their definition and a smaller group of students (n=7, 22%) included two key aspects.

The key aspect of human rights most commonly identified by students (n=17, 53%) was number one, which involved identifying what they believed a right was or giving an example. According to Imani (3/17/22), a “Human right is the choices each

individual can make for their self.” Similarly, “human rights is our freedom” (Maya, 3/17/22). Malik (3/17/22) articulated his view of human rights using specific examples, “I think human right is like the right to a job, an education, and chance to be successful.” A slightly smaller group of students (n=13, 41%) wrote about key aspect number three in their response, identifying that people have human rights simply because they are human. Miesha (3/17/22) explained that “A human right is a specific right that one earns for simply being human.” Jake (3/17/22) stated “My definition of a human right is basically rights someone is born with.” Some students (n=7, 22%) included the key human rights aspect number two, which is the idea of universal human rights, that there are rights everyone has no matter who they are or where they live. This key aspect was more likely to be found in conjunction with another key aspect. For example, Jada (3/17/22) states that “A human right is something that is birth given. It doesn’t matter where you’re from, what you are. You are obligated to have this right no matter the circumstance.” She connected the idea that human rights belong to people because they are born and that everyone should have the same rights. Another example of a combination of key aspects came from Mira (3/17/22) when she wrote “A human right is a right everyone should have, no matter their beliefs, or race. These include being able to vote, freedom of speech, and racial equality.” In this response she gave very specific examples of rights she believed were human rights and articulated that everyone should have them. Only one student (n=1, 3%) touched on the idea that human rights have correlative duties and it was a bit of a stretch. It was significant, though, because Lamonte (3/17/22) was the only student to articulate that people have any responsibility or duty to others when he said that human rights are “the basic idea of respect for someone else.” No other students

mentioned that individuals had a role in the human rights of others. Overall, students made an effort to define human rights by drawing on their previous knowledge and experience; while a few of these definitions were coherent and contained two aspects of human rights, most of the definitions lacked clarity or completeness.

Human Rights Pre-Assessment – Questions 2, 4, 5, 8, and 9. The next five questions analyzed from the Human Rights Pre-Assessment were designed to discover what students' initial reactions were to some of the key aspects of human rights. These questions were less open-ended than question one in which they were asked to write a definition of human rights. These questions gave students a little bit of information to work with; perhaps asking them to make a choice or an inference. The importance of these questions is not in how well or comprehensively students articulate an idea but in what their initial beliefs are and how their intuition or background experiences inform their responses. The responses to these questions form a baseline for later work in the unit and address Research Question 1 about how students independently reflect on history and human rights.

Question two on the Pre-Assessment was “How does someone get human rights?” Half of the students (n=16, 50%) answered that people have them because they are human or that they are automatic. A small number of students (n=3, 9%) did not respond at all or wrote IDK or I don't know. The remainder of the students (n=13, 41%) gave an incorrect response. An incorrect response may have stated a different way that people get human rights or may have added a qualifier to the idea that everyone has them. For example, Aiden (3/17/22) stated that people get human rights “By being human and living in a government where human rights are a thing.” Monique (3/17/22) responded

that people get human rights by “vouching for something,” while Grayson (3/17/22) believed that human rights come “by working and getting an education.” Maryam (3/17/22) said that people get human rights by “law enforcement” which likely means she confused having human rights with the protection of human rights. Some students replied with insightful answers that indicated some deeper thinking about human rights. For example, Aliyah (3/17/22) explained that people get human rights “Just by being born, or not going to jail even though prisoners do still have a little bit of rights, and like being trusted by your community.” This response touches on the idea that people have to respect the human rights of others and have a duty to do that. In other insightful responses, Miesha (3/17/22) explained that “They should just be born with them but sometimes certain groups of people have to fight for them,” and Mira (3/17/22) explained that people get human rights by “Protesting and demanding politicians, or by taking problems into their own hands.” These responses indicate that some students were thinking about the fact that not all people and groups have human rights, even though they should. Although half of the students correctly answered this question, almost half did not, pointing out some key misconceptions in the concept of human rights.

Question four on the Human Rights Pre-Assessment was “Who gets or qualifies for human rights?” In retrospect, this question could be interpreted similarly to the previous question. However, the intent of this question was to explore whether students believed that all people, regardless of where they live or the culture of which they are a part, get or qualify for the same human rights. Most of the students (n=24, 75%) replied that everyone should have human rights. For example, Carlos (3/17/22) replied “All human beings regardless of circumstance.” Two students (6%) did not answer the

question or wrote IDK. A small group of students (n=6, 19%) gave a different response, often adding a qualifier to who should receive human rights. Aliyah (3/17/22) and Odina (3/17/22) included the idea that people have to be “citizens” in their responses, indicating that they believed that people had to belong to a group or country in order to have human rights.

Question five on the Human Rights Pre-Assessment was “Does everyone have the same rights, regardless of where they live or what groups they belong to? Explain.” After reviewing student responses to this question, it seems it was a bit ambiguous. Many students (n=10, 31%) replied yes but the responses indicated that this was what they believed should be true and not necessarily what is true. For example, Maya (3/17/22) replied that “yes, everyone is equal” and Jake explained that “yes, because we all breathe and bleed the same.” Freya (3/17/22) replied “Yes, it doesn’t matter what skin color, gender, or sexual preference you have, you deserve the same human rights as everyone else.” These responses do not clearly indicate whether the students believe that everyone does, in fact, currently enjoy all human rights. Despite the ambiguity, student responses to this question offer some insight into what they believe about human rights both within the United States and around the world. Table 31 shows some of the student responses (n=21, 66%) that contain an explanation of how they believe people do not have the same rights.

Table 31

Student responses that contain explanations of people with different rights

Type of Distinction	Student Responses
Culture/Group Distinctions	“They should, but not everyone receives these rights because of who they are.” (Isabella, 3/17/22)

Type of Distinction	Student Responses
	<p>“No, because some people still treat the 20th century like we were born in the 1900s and are not respect others for who they are.” (Monique, 3/17/22)</p> <hr/> <p>“Not always. If someone belongs to a certain group of people they may be discriminated against and not have these rights.” (Miesha, 3/17/22)</p> <hr/> <p>“They should, but realistically they don’t because people still treat others as if they are less because of who they are.” (Jada, 3/17/22)</p> <hr/> <p>“No, people get treated better based on their wealth and the house can show that, or based on their race or sexuality/sexual orientation.” (Diamond, 3/17/22)</p> <hr/> <p>“No, things such as racism or homophobia or any sort of prejudice stops the equality.” (Nora, 3/17/22)</p> <hr/> <p>“No. Women’s, LGBTQ, Black, trans right and so many more are still being debated.” (Sofia, 3/17/22)</p>
Country/Nation Distinctions	<p>“No, some countries don’t give each individual the same rights if you’re a woman, have a different religion, different race, or your sexuality.” (Imani, 3/17/22)</p> <hr/> <p>“No, not really. In a lot of Mideastern countries, women don’t have a lot of rights.” (Grace, 3/17/22)</p> <hr/> <p>“No, many governments restrict the rights of the citizens of its nation.” (Carlos, 3/17/22)</p> <hr/> <p>“No. Some governments operate differently.” (Aiden, 3/17/22)</p> <hr/> <p>“No, because some countries government doesn’t allow some of these rights.” (Landon, 3/17/22)</p> <hr/> <p>“No, everyone has different rights based on what government they have to follow.” (Clara, 3/17/22)</p> <hr/> <p>“No. Some countries have a different type of gov. which make people unable to vote. Some groups are discriminated against for being dif. And don’t have some human rights.” (Mira, 3/17/22)</p> <hr/> <p>“Sometimes no because in different states there are rules and rights aren’t the same.” (Rose, 3/17/22)</p>
Distinctions based on Actions	<p>“Not exactly because when committing a crime the punishment is them stripping your rights and you go to jail/prison.” (Francisco, 3/17/22)</p> <hr/> <p>“No, because say like you were in jail you don’t have the same rights as a citizen outside of jail.” (Aliyah, 3/17/22)</p>

When analyzing the detailed student responses in the table (n=17, 53%), three main types of explanations emerged. One of the groups of students (n=7, 41%) focused on how differences in culture or the group to which people belonged led to unequal or

different human rights. Another group of students (n=8, 47%) identified the cause of differences in human rights as the country in or government under which people lived. An additional small group (n=2, 13%) pointed out how people's actions can sometimes result in human rights being taken away, such as people who commit crimes and/or go to jail. These student responses help to create an understanding of student beliefs, how they reflect on human rights and their own knowledge and experiences, prior to beginning formal instruction in human rights.

Question eight of the Human Rights Pre-Assessment was "What is a duty? What might a duty have to do with a right?" This question was included specifically to determine what level and type of understanding students may have had with the concept of correlative duties, or even what they may have been able to infer from the context of the question. Only one student (n=1, 3%) answered in a manner that adequately conveyed an understanding of a duty related to human rights. Carlos (3/17/22) explained that "A duty is an action or policy that you are morally obligated to carry out. We are morally obligated to make sure no human has their human rights restricted." Obviously, this response contains the key idea of a duty to uphold human rights. On the other hand, a small group of students (n=7, 22%) did not respond at all to the question or wrote IDK, I don't know. Another small portion of students (n=4, 13%) gave an incorrect response with no logical connection to duties and human rights. For example, Mia (3/17/22) wrote that "all rights are still rights." The majority of students (n=20, 63%) gave a general definition of a duty but did not connect it in any way to human rights. For example, Grace (3/17/22) described a duty as "something you have to do" but did not elaborate beyond that. Similarly, Rose (3/17/22) wrote that "a duty is something your expected to

do; a duty have something to do with a right because you have to follow the government rules whether you like it or not.” This response touches on the meaning of a duty but completely misses the connection between a duties and human rights. Francisco (3/17/22) looked at the question differently and said that “police officers have a duty to enforce laws.” His answer shows that he has an idea of what a duty is, and although police officers do have a role in protecting human rights, he does not make that explicit connection in his answer. Overall, students demonstrated some knowledge of the general idea of a duty but did not understand the possible connection between duties and human rights.

Question nine on the Human Rights Pre-Assessment was “What is the difference between an old and a new right?” The goal of this question was to see whether students had any understanding of different types of rights. In general, according to a lesson further in the unit, old rights are largely political and civil, while new rights are economic and social. This question was one of the more challenging on the pre-assessments for students. The majority of students (n=21, 66%) left the question blank or wrote IDK, I don’t know. A smaller group of students (n=11, 34%) gave an incorrect response to the question but showed that they were attempting to make some logical connection to what old and new rights may be. For example, Sofia (3/17/22) explained that she thinks “new means its still in place; old means outdated.” Similarly, Rose (3/17/22) wrote that “an old right is something that was in the past; a new right is something that is new and has been accepted by the government.” These and the other responses from this category did not illustrate an understanding but did show students were attempting to make a logical connection. No students (n=0, 0%) answered the question correctly by mentioning a

specific right or type of right that would have been considered old or new, or one of the broader categories of civil, political, economic, or social.

Human Rights Pre-Assessment – Question 6, a-d. Question 6, parts a-d of the Human Rights Pre-Assessment was “What is the Universal Declaration of Human Rights? a) When was it written? b) Who wrote it and pushed for it to be written? c) Why was it written? d) What do you think its purpose was?” The purpose of this question was to determine the level of students’ knowledge of the Universal Declaration of Human Rights (UDHR). This question aligns with Research Question 1, how student reflect on history and human rights.

A large majority of students (n=29, 91%) demonstrated no knowledge of the UDHR. This means that they did not get any part of the question correct, with the exception of possibly guessing that it had something to do with human rights. A very small group of students (n=3, 9%) demonstrated some or limited knowledge of the UDHR. For example, Aiden (3/17/22) replied that the UDHR “maybe the official human rights act.” In another response, Miesha (3/17/22) explained the reason the UDHR was written as “I assume to declare that every human being deserves certain rights.” Based on the lack of confidence shown in these responses, it seems clear that even these students are not completely familiar with the UDHR. No students (n=0, 0%) demonstrated accurate knowledge or understanding of the UDHR.

Human Rights Pre-Assessment – Question 10. Question 10 on the Human Rights Pre-Assessment was “Do individuals, like yourself, have a role to play in human rights? If so, what is an individual’s role in human rights?” This question was designed to increase understanding of how students reflect on history and human rights, Research Question 1,

but it also offered insight into Research Question 3 which is “In what ways do students engage in analysis and critical thinking through written discourse?” Since the question asked them to take a position reflecting what they thought their responsibility or role would be in human rights, there was not a clear right or wrong, or correct or incorrect, answer.

A relatively large group of students (n=12, 38%) did not respond to the question or answered I don’t know. The largest group of students (n=17, 53%) replied yes and many gave at least some explanation. Below are some of the responses of students who replied “yes.”

- “Yes, we can help fight for them, politicians, talk to Congress, voice concerns; Fight for others, everyone should be treated equally.” (Sofia, 3/17/22)
- “Yes, I have a role; I have the human right to speak how I feel, and the human right to have freedom.” (Rose, 3/17/22)
- “Yes, we play a role, to help one another and to take care of ourselves and take responsibility when something is messed up and try to help.” (Odina, 3/17/22)
- “Individuals should protest things they believe are wrong to eventually gain a right.” (Mira, 3/17/22)
- “Yes, our role is to respect other peoples’ beliefs and protect our rights.” (Clara, 3/17/22)

- “Yes, we are all human so we automatically play a role but I think those that have more human rights than others should use those rights to stand up for them.” (Miesha, 3/17/22)
- “Yes, to make sure our rights aren’t being taken.” (Charlotte, 3/17/22)
- “Maybe we do? I think an individual’s role in it is to be sure other individuals get their rights as well.” (Grace, 3/17/22)
- “Yes, respecting each other’s opinions etc.” (Maryam, 3/17/22)
- “We must make sure we correct any injustices we see.” (Carlos, 3/17/22)

The group of students who replied “yes” have some strong beliefs and clear ideas about what their and other individuals’ role are in human rights. Their beliefs about individuals’ roles range from simply respecting others’ beliefs to taking action to correct injustices by protesting or speaking out. A very small group of students (n=3, 9%) replied that they and other individuals do not have a role in human rights. Monique (3/17/22) stated that “No, I feel that I’m too young right now to actually know what I want.” Even though this was a “no” response, she gives a possible reason in that she may need more information before participating in her and others’ human rights.

Human Rights Pre-Assessment – Question 12. Question 12 on the Human Rights Pre-Assessment was “Are human rights an issue of the past? The present? The future? Or all three? Explain.” This question relates to Research Question 1 but also encompasses Research Question 3 because students were asked to make a judgement and then explain their beliefs about how important human rights were in the past, are in the present, and possibly will be in the future.

Some students (n=8, 25%) did not respond or answered IDK, I don't know, to this question. One student (n=1, 3%) said that human rights were an issue in the past, "Yes, they were an issue back then because people didn't listen to each other's opinions on what made them happy, and treated them like they didn't matter" (Monique, 3/17/22). The majority of students (n=23, 72%) responded that human rights are an issue of the past, present, and future. Many of them had insightful responses. For example, Sofia (3/17/22) stated "All three! We can just think about all the womens, lgbtq marches/blm marches that have happened and are happening. And if nothing changes it will still be an issue." Mira (3/17/22) explained that "They are all 3. People were discriminated against in the past, still discriminated against today, and will be discriminated in the future if inequality isn't stopped." Similarly, Miesha (3/17/22) said "All three because no matter what if there is a world with discriminatory behavior there will be a world with human rights issues." Malik (3/17/22) explained it in a little different way by replying "Human rights are an issue of the past, present, and future because many people are having a lot of their rights as human beings taken away." Isla (3/17/22) simply stated that "All three, I don't think human rights are still as fair as they should be." Perhaps one of the most insightful responses came from Imani (3/17/22), who explained that it is "All 3, it affects our economy by creating social classes and issues like poverty." Overall, the majority of students indicated that they believe human rights to be a significant issue for the past, present, and future while the remainder were unsure of how much of an issue they are.

Lesson 2: Review of Civil Rights

This lesson was a review of African American civil rights from the Civil War to World War II. The activity involved students using a chart to answer questions about

events and concepts that had already been taught in this American history course. Items in the review included the Emancipation Proclamation, the Thirteenth, Fourteenth, and Fifteenth Amendments, Jim Crow Laws, Plessy v. Ferguson, and the NAACP. After reviewing, students were asked to reflect on these events and the role they played in African American life prior to the time period of the Civil Rights Movement. A class discussion was conducted to allow students an opportunity to share, ask questions, and clarify their understanding. No student artifacts were collected for analysis from this lesson.

Section 2: Introduction to Human Rights and the UDHR

Lesson 3: What is a Human Right?

This lesson was adapted from the first part of the *Facing History and Ourselves* lesson called *Defining Human Rights*. In this section, students would be working independently and then with a partner to create a working definition of a right. Throughout the activity, students would also engage in whole-class discussion to help articulate and process their ideas. The lesson began with a series of five questions to get students thinking about rights. They were asked to consider the following and write down their responses: 1) “What is a right?,” 2) “What rights do you have at home?,” 3) “What rights do you have at your school?,” 4) “What rights do you have in your community,” and 5) “What rights do you think you should have but do not?” This activity was really a modified Think, Pair, Share. The first part was when students would think on their own. This part was interspersed with class discussion as students asked questions or shared their ideas. After answering and discussing the first five questions, students worked with a partner to discuss and create a working definition of a right. The teacher then showed

the class the United Nations Economic and Social Committee's (UNESCO) definition of a right and the pair was asked to compare their working definition with UNESCO's definition. UNESCO's definition of a right is "a condition of living, without which...men cannot give the best of themselves as active members of the community because they are deprived of the means to fulfill themselves as human beings" (UNESCO, 1947). This definition allowed students to imagine real-life situations in which people could be active members of their communities, such as helping a neighbor or volunteering for a charity, or fulfill themselves as human beings, such as by going to college or learning a craft. In human rights theory, rights were described as moral claims upon society or justified demands with a rational basis. While this description is correct, the concepts of a moral claim or justified demand are abstract and would be difficult for students just beginning a study of human rights to understand. Therefore, in this instructional unit and lesson, the focus was on the more concrete UNESCO definition that would prepare students for further exploration of the theoretical concept of human rights in the future. This lesson and activity provided data aligned to Research Question 2 that focused on how students collaboratively reflect on history and human rights, as well as Research Question 3 about how students engage in analysis and critical thinking.

Defining Human Rights – Working Definition. The first part of this lesson that was analyzed was the working definition that pairs of students created after thinking about and discussing the first five questions. Of all of the students (N=30) who completed this activity, a small group (n=6, 20%) either did not respond or gave a response that did not contain an actual definition, such as Aliyah (3/21/22) who described a right as "something you have when you are born." While people do have rights when they are

born, this statement does not describe what the “something” is that people have. The remaining student definitions were split in half, with one group (n=12, 40%) describing a right using words such as “entitled,” “ability,” or “freedom,” while the other half (n=12, 40%) described a right as a “privilege,” “allowed,” “citizen,” or “obligation.” The former group expressed a description of a right that indicated they understood that rights are free to everyone while the latter used words that indicated they were not sure that rights automatically belonged to people and they did not have to earn or to be given rights. Examples of responses that included a misconception about the idea of a right included the one from Imani (3/21/22) who said that “a right is a privilege given to a citizen...” Similarly, Maryam (3/21/22) stated that “A right is an allowance to do something.” One final example of a possible misconception is Diamond’s (3/21/22) response that “a right is an obligation you have or are given that can be taken away based off experiences through time.” On the other hand, some students expressed a more accurate description of a right, such as Grayson (3/21/22) who described a right as “freedom of speech or to do something.” While this is vague, it does contain the key term of “freedom.” Grace (3/21/22) explained that “a right is something you should be able to do without feeling discriminated against.” Freya (3/21/22) described a right as “something protected by the government, but also can be revoked depending on your actions. It is the entitlement to act or speak freely, but doesn’t cause others harm.” Finally, one other comprehensive example of a working definition came from Mira (3/21/22) who wrote “A right is when people have the freedom to make their own choices, and the ability to take action. People are all entitled to have rights. Sometimes these rights can be taken away and have to be earned back.” The conflict and confusion that students wrestled with in this activity

between the ideas of a right as a privilege, or something that has to be earned, and entitlement or freedom is illustrated in the following description by the teacher-observer of a whole-group discussion:

This class had a really good discussion based on the idea of a privilege vs a right. Many used the word privilege in their definitions so we discussed whether a right was really a privilege or whether everyone should have them. They also described rights as belonging to citizens. I challenged the idea that rights are only for citizens and tried to help them think more globally. I asked if African Americans prior to the 13th Amendment were not entitled to any rights because they were not considered citizens yet. I was really impressed by the depth of their thinking, even though they complained that this was too much thinking for 8:00 in the morning. One student commented that this was “really hard thinking.”

Another group had a discussion about the nature of rights, whether everyone has the same rights, and how privilege relates to rights. The teacher-observer’s account follows:

This class had a really good discussion about rights. They get really hung up on the idea that not everyone has the same rights. We tried to make the distinction between rights everyone should have versus rights they actually do have. One student compared a person being born into a rich family and having more opportunities because of money with someone being born in a country like the United States (as opposed to another country) and having the privilege of rights that are protected. I am not sure that we ironed out the distinction between what people should and do have. That may be something to continue discussing in a later lesson.

This discussion also points to the students' struggle to understand and make sense of how people in different circumstances, economically or geographically for instance, can have different rights and how this influences the way rights are defined. A very small number of students (n=2, 7%) included in their definition that rights can lead to humans reaching their full potential in their lives. For example, Aiden (3/21/22) wrote that "A right is a privilege given to a citizen so they can reach their full potential." This idea of everyone deserving to reach their potential led to another whole-group discussion that was documented by the teacher-observer:

This class had a similar discussion at the beginning but when they began sharing the rights that they don't have that they think they should have, the topic of the transgender women who had just competed in a college swim meet came up. The first student to bring it up was concerned about how the commentators on TV were describing the swimmer. Apparently, they were describing her as a man and using other derogatory language. The student was upset by this but then argued that it wasn't fair to the other swimmers since the transgender woman was really a "man." Another student chimed in and argued that she had a right to compete with the women because she had been on medication. She made the comparison with crayons "So if you are a blue crayon and I am a purple crayon, I don't have the right to be in the box?" Another student then made the comment that the swimmer was still born a man with a man's body. I tried to sum up the conversation by explaining that what they were arguing was exactly what we are talking about – how do we protect the rights of groups and individuals and what rights does everyone have. This is an issue that many people are struggling with

and trying to solve. A couple students commented that this was really hard brain work.

This discussion was particularly noteworthy because students made the connection between the concept and definition of a right and a current issue in the news. They articulated the conflict and struggle over this issue that many people and leaders in positions of power are currently having. Overall, the collaborative and individual discourse in this lesson illustrated how students used critical thinking and engaged in challenging discussions to try to make sense of a difficult concept.

Defining Human Rights - Compare Working Definition with UNESCO's Definition.

In this last task of the defining right activity, students were directed to compare their working definition with UNESCO's definition of a right (1947). None of the students (n=0, 0%) noted any similarities between their definition and the definition from the United Nations. Some students (n=12, 40%) either left the box blank or did not give any comparison between the two definitions. The most common response for the latter part of this group of students was to simply copy part of UNESCO's definition onto their paper. The rest of the students (n=18, 60%) described one of two main differences between their working definitions and UNESCO's definition. The first main difference described was that the students thought that their definition was more vague or that UNESCO's definition was more specific or applied to people globally as opposed to just those in the United States. For example, Francisco (3/21/22) pointed out that UNESCO's definition described a right as "something you need to fulfill your role as a human being – little more specific than my previous statement." Freya (3/21/22) described the wording of UNESCO's definition as "looking at the whole world, not just a single country."

Similarly, Miesha (3/21/22) said that UNESCO’s definition is “applicable to more people.” The second main difference cited by students was that the UNESCO definition emphasizes the importance of rights whereas theirs did not. Carlos (3/21/22) explained that “It is more detailed and emphasizes the importance of rights” and Rose said that “it points out the importance of rights.” Overall, students were able to identify differences between their definitions and UNESCO’s definition, but did not point out any similarities and, in some cases, were not successful in making any comparison between the two.

Lessons 4 and 5: World War II and the Double V Campaign

This lesson adapted from *Students of History* focused on the Double V Campaign during World War II and the rights that African Americans were fighting for at the time. Additionally, students compared the rights they identified during the *What is a Human Right* lesson and the rights African Americans were advocating for in the Double V Campaign. The lesson began with students reading a short article called *Patriotism Crosses the Color Line: African Americans in World War II* (from *Students of History, Double V* lesson) and identifying the grievances of African American men and women in the military. Then students worked in small groups to examine 10 primary sources related to the Double V Campaign. These sources included the Double V logo, a letter to the editor, posters, a pamphlet cover, political cartoons, Roosevelt’s Executive Order, an advertisement for the 1943 March on Washington, a billboard, and photographs. As students examined each source, they completed a Document Analysis chart that included a column for students to record what they observed, their reflections, and a question they had about each one. Once students had completed the chart, discussed each of the sources with their group, and examined all of the sources, they were given a Venn diagram. One

side of the Venn diagram asked them to list the rights they had included in the first five sections of the *What is a Human Right* activity and the other side was to write down the rights that African Americans were fighting for in the Double V Campaign. Of course, in the middle, they were to record any rights that were common to both lists. This activity is normally challenging for students because it requires them to integrate information not just from the current lesson but also from the previous lesson. They needed to have kept and been able to find and use their chart from the rights activity. The data from this activity focuses primarily on how students individually reflected on their thoughts and knowledge from these two lessons, Research Question 1, and how they analyze the similarities and differences between their rights and those for which African Americans were fighting, Research Question 3.

Compare “What is a Right” Responses with African American Rights in Double V Campaign. All students in the case study, (N=32) completed the Venn diagram and the paragraph that they were assigned to write explaining the similarities and differences from their diagram. A majority of students (n=18, 56%) discussed similarities between the rights that they wrote down in the *What is a Human Right?* activity and the rights African Americans wanted. In general, this group of students articulated that the rights people have today were also valued and fought for in the past. The following student response contains an example of this similarity:

Both activities talked about ending the discrimination happening in the USA.

Black people wanted to be able to equally use public facilities. They wanted an end to segregated work spaces and military. They also wanted education. In the “Your Rights” activity, I believed rights were something everyone is entitled to.

Rights include expressing opinions and being able to use public places. In the “Double V” activity, Black people wanted to gain rights they thought they were entitled to. These rights include being able to vote, get employment opportunities, and to have the right to live. (Mira, 3/21/22)

Note that Mira (3/21/22) makes the comparison between what she believes rights are and examples of ones she has, such as expressing opinions and using public spaces, with the segregation and discrimination that African Americans were fighting during WWII. This response, of course, is also an example of a student discussing differences between the two sets of rights. She specifically identifies rights from her list in the “Your Rights” activity and rights from the “Double V” activity. The vast majority of students (n=29, 91%) identified at least one difference between their rights and the ones for which African Americans were fighting. Of this group, many students (n=20, 69%) stated that minorities have gained some rights that they did not have during WWII. Several students (n=10, 34%) pointed out segregation as a particularly important issue for African Americans during WWII that differed from their rights lists. Following is a student response with examples of these types of differences:

Some things changed from long ago but some things are still the same. Back then Black people didn't have equal rights, they couldn't get an education or certain jobs to provide for their families. Now we can go to school, get an education, and have a chance to go to college. We also can work where we want now. Back then we were very segregated we couldn't do most things with white people. We couldn't eat with them, drink the same water, or sit in the same movie theater

section. Now we can all be around each other. Some things are still not the same, the poverty is very high. (Rose, 3/21/22)

Rose (3/21/22) points out that African Americans were fighting for rights that she believes people now have. Of note in this response, as in many other student responses, is how personal her writing is. She clearly considers herself a member of the group, African Americans, with her consistent use of the word “we.” Many students (n=13, 41%) demonstrated this type of response, where they either identified with a particular group by using the word we or made an explicit connection between themselves and another group. Students identified with African Americans, but also included themselves in groups of Americans and women. Another example of a response that illustrates differences follows:

There’s a lot of differences but also similarities for women and African Americans, like just people being unfair to them considering they’re “less than” comparing to white men that think they’re superior and always did think that. Difference is the way they get treated like we aren’t capable like they are, they can always do it better. That was the common misconception that will probably always live.” (Diamond, 3/21/22)

In this response, Diamond (3/21/22) describes one of the other differences between the student’s list of rights and African American rights; African American men and women are viewed as less than and not as capable as white men. This response is notable also because of the inclusion of women. In the Double V activity, the treatment of African American women in the military was discussed in the initial article but not emphasized throughout the activity. This fact must have resonated with Diamond. Following are three

additional examples of differences related to segregation or changes in minority rights noted by students that also illustrate the personal connection many students felt with this topic.

- Although things have changed tremendously since the 1940s some things are still the same. Back then people of color (or poc) did not have the rights to a good education or the jobs they needed to get by. Now we can work freely and go to any school or college. We were also very segregated back then. poc could not do everything whites did, we couldn't use the same bathrooms, eat at the same restaurant or even drink the same water. Now we all have come together. Some things are still the same though. The poverty number for poc is still high and a hug problem in the Black community. (Mia, 3/21/22)
- There are many differences that us as Americans have now as opposed to what African Americans had. Us now as American citizens have freedoms like the freedom of speech, the freedom of the press, and freedom of assembly. Rights and freedoms African Americans weren't allowed to have. African Americans that were in the army would face things like living in segregated housing, ate at segregated tables in the "mess hall," faced discrimination, and were victim to racial oppression. Me as an American I believe that no matter what skin color you are, you are no better than I am, everyone should be equally treated, especially when those are ones fighting for our country. (Francisco, 3/21/22)
- The way our environment is now African Americans have a lot more freedom and opportunities. Nowadays we are able to have a better education and go to school with children that aren't the same race. We also are able to get successful jobs and

work wherever we please without being discriminated towards. And we have a better living in general in our generation instead of feeling trapped like we are animals, we have freedom. (Monique, 3/21/22)

Finally, a few students (n=3, 10%) identified an additional difference between the two sets of rights. Carlos (3/21/22) explained a unique difference that he identified. “Most of the rights that the African Americans were fighting for were major rights like the right to vote. Most of my rights I listed were more leisure and related to quality of life” (Carlos, 3/21/22). This was insightful in that he was able to identify that the rights he listed and those denied to African Americans belonged to fundamentally different categories. Similarly, Lamonte (3/21/22) wrote that “There are many differences and borderline no similarities. Most of the rights we believe we deserve are nowhere near as tough as African Americans had it. They went through legitimate discrimination and torture. Meanwhile, the ‘problems’ we have are first world problems.” These students pointed out differences in the types or categories of rights that they believe people of the past and present are fighting for. Overall, student responses represented thoughtful, personal insights into how they viewed the idea of rights and the specific rights for which African Americans of the WWII era were fighting.

Lesson 6: Universal Declaration of Human Rights – Creation

In this lesson, students learned about Eleanor Roosevelt, the United Nations, and writing the Universal Declaration of Human Rights. The activity came from the *Facing History and Ourselves* lesson called *Defining Human Rights*. Students completed a 3-2-1 Response while watching a video about how the UDHR was created. During the video, students were to look for and record: 3: Details about what inspired Eleanor Roosevelt’s

work, 2: Challenges UN members faced writing the UDHR, and 1: Question about the UDHR or the process of creating it. A whole-class discussion was conducted after the video. No student artifacts were analyzed from this activity.

Lesson 7: Universal Declaration of Human Rights – Primary Source

After learning about its creation, this lesson focused students on reading the UDHR. Reading a primary source is almost always challenging for students in this class. This one was difficult because of the vocabulary and style of writing, as well as because of its long length. The teacher chose to break the document down into sections. The Preamble was done as a whole-class, reading, discussing, and annotating together. Then pairs of students were assigned a group of the Articles to read, discuss, and annotate. After the pairs of students were given time to complete that task, they read their assigned Articles out loud and shared their responses with the class. Any confusion, questions, or misconceptions were addressed by the teacher during this part of the activity. After reading the UDHR, students responded to a process question that was designed to help them reflect on what they had learned about human rights. The data from this activity aligns with Research Questions 1 and 3, focused on independent discourse and analysis and critical thinking.

Eleanor Roosevelt “Peace” Quote. The question students were assigned at the end of the lesson was: “Eleanor Roosevelt believed ‘that recognition of human rights might become one of the cornerstones on which peace could eventually be based.’ Do you agree or disagree with her statement? Explain. Can you give a real-world example?” The majority of students (n=29, 91%) responded that they agree with Eleanor Roosevelt’s quote about human rights and peace. The remainder of students either disagreed (n=2,

6%) or were not sure (n=1, 3%). Analysis of their responses revealed that most students (n=30, 94%) gave an explanation for their opinion. The explanations given by students for agreeing with Eleanor Roosevelt's quote were largely based on ideas of equality, fairness, and respect. Following are some examples that illustrate students' thoughts:

- “Yes, because it’ll give a sense of equality if everyone was given the same human rights around the world.” (Imani, 3/28/22)
- “I do agree because some people’s rights get overlooked and they don’t think it’s fair, which it’s not. If all human rights were seen, I feel peace could be made cause we’d all have equal rights.” (Isla, 3/28/22)
- “I agree with her statement. In order for peace to be based every one has to be on the same page like having the same rights. If everyone had the same rights, we would all be equal and no one would look at anybody as higher or less. This would be a huge step to creating peace in the world.” (Isabella, 3/28/22)
- “I agree with her statement because almost all wars begin when someone thinks they are entitled to more than they actually are or trying to take away what another human is entitled to.” (Carlos, 3/28/22)
- “Yes, I agree because some people feel like if they don’t have human rights they have the right for stuff.” (Grayson, 3/28/22)
- “I agree with her because to have peace every person should have peace and respect for others.” (Landon, 3/28/22)
- “Yes, I agree because whenever you build trust, it can eventually grow into peace which is a good thing.” (Noah, 3/28/22)

- “I agree, human rights would definitely calm some storms, and then people wouldn’t be as mad at each other because they got what they’ve deserved and been asking for. I would lead towards world peace.” (Diamond, 3/28/22)

The explanations given by students for disagreeing with or being unsure of Eleanor Roosevelt’s quote were largely based on student concerns that people would always find something to disagree or fight about. Following are some examples that illustrate students’ thoughts:

- “I disagree because there is so many different people and someone will at least be biased at some point.” (Hamza, 3/28/22)
- “I disagree, because people still have their own opinions about things like for example police show up and try to convince them to let them search their houses without a warrant, or suspicion.” (Aliyah, 3/28/22)
- “I’m in between agreeing and disagreeing because if we all understood each other and people could be nice to each other, it might be peaceful. But only for a while, until we found something to disagree on again. A current example is how Ukraine is being treated by Russia; they may be done whenever this war will be done, but with it would take so much.” (Grace, 3/28/22)

A large group of students (n=16, 50%) also cited real-world examples that they thought related to human rights and peace. Table 32 contains some examples of the types of real-world examples they described.

Table 32*Student responses to Eleanor Roosevelt peace quote that contained real-life examples*

Type of Example	Student Response
United States: Treatment of African Americans	“Yes, I agree because if everyone had their rights there would be no rioting or right marches. For example, in today’s world we have Blacks marching for their rights.” (Jake, 3/28/22)
	“Yes, I agree because peace can come in many forms for different people. For instance, racism against African Americans. I feel if this racism was gone, it would bring ‘peace’ for African Americans.” (Francisco, 3/28/22)
	“Agree because Black Lives Matter protests happened all throughout the U.S. We all want justice for wrong doings and mistreated African Americans. They say they ‘have freedom’ and ‘equal rights’ but in reality, some people just haven’t accepted it and then acted in violence. There won’t be peace until everyone is treated equally, fairly, and others just stand by and keep opinions to themselves.” (Freya, 3/28/22)
	“I agree with her because when people are given their human rights they are able to live without people treating them different ways because of what they are. The Civil Rights Movement, Black people weren’t being treated properly because of their skin and they should be given rights because they are human not because they are Black or white.” (Jada, 3/28/22)
United States: Women’s Rights	“I agree with her statement because I feel that that is a big issue that is stopping peace from existing in the U.S. I think what when people come to a compromise on controversial subjects like abortion that there will be a lot more peace.” (Charlotte, 3/28/22)
	“I agree with this because human rights gives everyone the ability to do things freely without any certain groups being left out, and if everyone is able to have the same freedoms/rights, that helps the world stay peaceful. A real-world example would be women getting rights that men have had long before us, like the right to vote/work, and once we were granted these rights, the world (more specifically the U.S.) was much more fair or peaceful.” (Clara, 3/28/22)
	“Yes! I think human rights are the foundation of world peace. I think every right always has controversy surrounding it. Right now, abortion rights which is women’s healthcare is being taken away by states. Many people are pro-life and many are pro-choice. But I think that rights are and do bring peace. Because they give you freedoms.” (Sofia, 3/28/22)

Type of Example	Student Response
Global	“I think I agree because with human rights that everybody has, people can relate to each other and get along better. Ex. Invasion of Ukraine.” (Aiden, 3/28/22)
	“I agree, world peace’s biggest concern is the equality of all individuals starting with the rights they have as individuals. As a current event example, the war with Ukraine is a perfect example of a power-grab situation leading to a conflict happening because a man in power thinks personally that the rights of Ukrainians should be diminished for his own selfish personal gain.” (Nora, 3/28/22)
	“Yes, because it could bring us together and not fight. In Germany, Jews are now not discriminated against.” (Darius, 3/28/22)
	“I agree with Roosevelt’s quote. I believe that everyone having the same human rights will bring world peace because of equality. An example of this is religion. During many land take-overs, people lost the right to practice their own religion. This brought disagreement which led to violent protest. Nations where people can follow their preferred religion don’t have to face religious inequality.” (Mira, 3/28/22)

When students finished writing, the teacher led a brief discussion about student responses. The teacher-observer (3/28/22) noted part of a discussion in which students brought up a couple different real-world examples:

In the discussion of the RaP (Review and Preview) question, of course the real-world example that students brought up was the situation in Ukraine. I asked for any other examples and my exchange student from Pakistan brought up Palestine. Even though that topic is supposed to be taught in 9th grade world history, it often is not due to time constraints at the end of the year. Additionally, with the pandemic last year many teachers did not get through the entire curriculum. I took a few minutes to explain the situation, obviously without the nuance that should accompany it. I do think the student appreciated the recognition of a problem that she is familiar with and cares about.

This interaction illustrates student awareness of human rights issues around the world, but also highlights issues with which American students are not familiar. In another class discussion, a student asked what may seem like an easy question but the student was looking for clarification about whether or not the human rights in the UDHR really do belong to everyone today; the student wanted to know if they were real in the literal, physical sense. The teacher-observer (3/28/22) described her thoughts on this discussion:

“Is this real?” was a question asked about the UDHR in class. I found this to be a thought-provoking question and not easy to answer. I replied that the document is real, the process was real, the rights are agreed upon by numerous people and countries, many believe that humans have these rights. Whether they are real in the sense that everyone always has their human rights respected and not abused is a different question. I wonder how to approach this question with the class. It is difficult to argue that everyone has these human rights when they actually do not have these human rights.

Overall, student responses to the peace quote from Eleanor Roosevelt illustrate thoughtful reactions to whether human rights can be the key to peace in the world. Student real-world examples showed that many recognize how the lack of respect for human rights in the United States and around the world can lead to conflict and keep people and countries from achieving peace.

Lesson 8: Universality and Protection of Human Rights

In this lesson, students (N=31) were asked to examine a list of rights, determine which they considered the most important, and then answer a series of questions about the universality of human rights and the UDHR. In the first part of the activity, students

were given a list and pictures depicting eight of the human rights included in the UDHR. From that list they were told to work with their partners to choose the most important four rights and rank them in order of importance. After completing the initial part of the activity, students continued working with their partners and added another pair to their group, to make groups of four, to answer questions as they reflected on the four rights they chose in part one. One of the questions asked them to think about whether these four rights were universally respected. The next few questions focused on why students believed that these rights are or are not respected and what roles nations have in ensuring human rights. The final question asked students to consider the power and potential, as well as the limitations, of the UDHR in ensuring human rights for all people. The data from this lesson are aligned to three of the research questions, including students collaboratively reflecting on history and human rights, analyzing and critical thinking, and reflecting on their experiences.

Prioritizing Human Rights. In part one, students were given a sheet with descriptions and pictures of eight human rights from the UDHR. They were given the following scenario and question: “With your partner, examine the photos and descriptions of human rights from the UDHR. If you were creating a bulletin board for school that focused on human rights but only had room for four of the rights, which four would you include? What are the four most important human rights of the ones shown? Explain why you chose each one.” This activity was adapted from one done in a study by Barton (2015) in which he interviewed students and had them complete a similar activity. Table 33 summarizes the student responses from this classroom activity:

Table 33*Summary of student responses to prioritizing human rights*

Right	Rank 1	Rank 2	Rank 3	Rank 4	Total
Everyone has the right to vote in free elections.	2	0	4	1	7
Everyone is entitled to a fair trial.	7	4	0	6	17
Everyone is entitled to freedom of religious beliefs.	4	10	2	4	20
Everyone has the right to be married.	7	2	4	3	16
Everyone has the right to work and is entitled to protection from unemployment.	5	4	4	0	13
Everyone has the right not to be subjected to torture or degrading punishment.	1	5	3	1	10
Everyone is entitled to an adequate living standard, including food, clothing, housing, and medical care.	3	1	9	4	17
Everyone has the right not to be discriminated against because of race, sex, language, religion, political opinion, nationality, or social status.	2	5	4	11	22

When looking at students' first-choice human rights, two of them tied for the most chosen right: the right to a fair trial and the right to be married. The right to work and the right to religious beliefs followed those as the most chosen human rights for the number one ranking. Another way to look at this data is to examine the total number of times a

human right was chosen as one of the top four. When listed this way, the human rights were ranked as follows:

1. The right to not be discriminated against because of race, sex, language, religion, political opinion, nationality, or social status.
2. Everyone is entitled to freedom of religious beliefs.
3. Everyone is entitled to a fair trial. *(This and the next right were tied for number 3.)*
3. Everyone is entitled to an adequate living standard, including food, clothing, housing, and medical care.
4. Everyone has the right to be married.
5. Everyone has the right to work and is entitled to protection from unemployment.
6. Everyone has the right not to be subjected to torture or degrading punishment.
7. Everyone has the right to vote in free elections.

Are Valued Human Rights Universally Respected? The next data analyzed from this activity were student responses to the following question: “Are the four rights you chose universally respected, protected, and enjoyed? Do all people get to enjoy the rights? Explain.” This question was completed individually after small group discussion with two to three other students. A small group of students either did not respond (n=2, 6%) or gave a response that did not answer the question because it was unclear or ambiguous (n=3, 10%). A large group of students (n=22, 71%) responded that the human rights they had considered were not universally respected. Explanations for their answers included issues with the government, discrimination, economic inequality, and variations in human rights between different countries. Imani (3/29/22) pointed to the government in her

response: “No, we still face many of these issues today all around the world. Democracies and dictators are the cause of this because they don’t hold themselves accountable for the control they have on us.” Charlotte (3/29/22) also mentioned that dictators deny rights of their people more than democracies do. Isabella (3/29/22) described discrimination in her response: “No, because some groups still are discriminated based on their race, religion, or status in life. This causes some people to not receive the same rights others have.” Monique (3/29/22) echoed this sentiment and added immigrants as a group that is discriminated against. Students pointed out specific types of discrimination or unfair treatment such as people being wrongly imprisoned for crimes they did not commit (Freya, 3/29/22), people being trafficked, enslaved, and tortured (Jada, 3/29/22), and people who seek asylum being turned down (Destiny, 3/29/22). Maryam (3/29/22) focused on differences between nations in how they respect human rights: “These rights are not always universally respected, protected or enjoyed by everyone. Some countries violate these basic human rights. In some countries, a person is ‘guilty’ until proven ‘innocent.’ In countries like Palestine, people are arrested or killed without any reason/ wrongly imprisoned.” Darius (3/29/22) simply stated that “some countries don’t follow the declaration.” Aiden (3/29/22) pointed to discrimination, national differences, and economic inequality in his response: “Not all of them. Not everybody is able to get a job, some people in certain parts of the world do get tortured most likely, a lot of people don’t have adequate living standards, especially in continents like Europe and South America. Still today people are discriminated and illegally prohibited from certain things.” A final example containing a variety of reasons, including discrimination, national differences, and economic inequality, came from Mira

(3/29/22): “The four rights aren’t respected, protected, and enjoyed. There are many people who don’t have the resources to seek legal help. In other countries, people are locked up for no reason. Not all trials are fair and sometimes people are accused of doing something just because of race or religion.”

A few students (n=4, 13%) responded that the human rights they considered were universally respected. For example, Grayson (3/29/22) responded that “Yes, they are because you don’t have to have a family or own property. That’s something you have to control.” The reason for his response is not totally clear. Similarly, Francisco (3/29/22) reasoned that they were universally respected because “all of these are practiced all the time and it’s the fairest way possible.” Mia (3/29/22) said that “people get to defend their self in court rather they’re guilty or not.” Rose (3/29/22) gave the most detailed response explaining that the rights are universally respected because “everyone get to enjoy the rights because they get to get married and speak freely, and have the right to own property, and have the right to belong to a religion.” Overall, students argued that human rights are not universally respected and gave many clear and specific reasons to support their answers.

Power and Limitations of the UDHR. The last question in this lesson that students discussed in a small group and then responded to independently was “What is the power or potential of a document like the UDHR? What are the limitations? Is there value in having an agreement whose goals may seem difficult or even impossible to achieve?” This question required students to reflect on and discuss what they had learned about the UDHR and human rights in general, analyze the possible effects it could have, and then make a judgment about the potential positive impacts and limitations of the document. A

couple students (n=2, 6%) did not respond to the question and no students (n=0, 0%) identified only a limitation. A majority of students (n=20, 65%) identified and explained both a positive aspect or potential, as well as a limitation of the document. Another group of students (n=9, 29%) only identified a positive aspect, value, or potential of the UDHR. Sofia (3/29/22) articulated a potential and a limitation while also voicing her own view of the document's value: "Some limitations of document like these is they really can't enforce the rights. The potential of this document is to possibly end many conflicts between people in other countries. I think there is value in having an agreement where some goals may seem impossible, because then we would put effort towards it and make it better." This response illustrates background knowledge about the document, since it is not legally enforceable. It clearly articulates a potential and limitation. Finally, it demonstrates that the student was able to analyze the potential impact and make the judgement that even though it may be difficult, the possible positive impact could be worthwhile. In another thoughtful response, Clara (3/29/22) stated that "The power of a document like this could create a peaceful, fair, and safe country. The limitations could be that not everyone will follow these rights and someone could take other people's rights away. Yes, there is value in difficult goals because it shows how the government cares about its citizens and will try their best to protect our rights, even if it's difficult." This response makes the connection with the peace that Eleanor Roosevelt spoke of when creating the UDHR. Table 34 illustrates other student responses indicating whether and how they discussed the power, limitations, and value of the UDHR.

Table 34*Student responses on the power, limitations, and value of the UDHR*

Potential	Limitation	Value
The ultimate power of the UDHR is a global guideline to the world.	But guidelines are sometimes not followed. It's true limitations are that it is not official rule or law.	I believe there is value in such goals. It instills hope, no matter how impossible it seems. (Lamonte, 3/29/22)
It gives the basic structure of all rights humans should have.	Saying that it's only a piece of paper, so gov's have to enforce them	Everyone will be protected if all rights are followed. (Freya, 3/29/22)
To help everyone become equal.	Not every country signed the UDHR.	Yes, there is value because people come together and are trying to help people become equal. (Darius, 3/29/22)
The UDHR holds a lot of power for everyone in the world. Each law is important.	Not many countries follow these rules. Some laws could be taken advantage of if the person thinks they know them but they don't.	But I think everyone should agree to these rights because we are all human. (Mia, 3/29/22)
It's extremely powerful because there are a lot of rights to be enforced.	Some people might not agree with the document because of problems.	Yes, because if you try you can hopefully make a change. (Monique, 3/29/22)
The power of it is that it inspires people to band together to stand up for what's right.	The limitation is that it is not enforced by law.	There is still value because even if the goals seem far away people will always maintain hope.
It's the power of ideas that could affect the world.	The limitations is there could be missing pieces people think should be added.	I still think there is value because nothing's impossible. (Isla, 3/29/22)
In the modern world, this document helps people to raise voices against injustices.	However, this mere document doesn't help much. Cases/issues are brought into the UN however, only a truce takes place halting activities for a few days. Not everyone follows the document making it difficult to achieve intended goals. (Maryam, 3/29/22)	

Potential	Limitation	Value
The power or potential of the UDHR is very powerful. It sets the standard for how we should treat others.	The limitations are people not agreeing, which I think is just human nature. (Miesha, 3/29/22)	
It's supposed to be universally agreed on and held.	Not everyone really knows or seems to care about it. (Grace, 3/29/22)	
The power they have is making the world "fair."	The limitations are just making sure everyone is treated fairly. This can be a very difficult goal because they don't agree on everything. (Jake, 3/29/22)	
The potential if a document like the UDHR is creating a path for world peace and better understanding of human rights.		I believe there is value in goals because it involves hope. (Malik, 3/29/22)
The power is that the whole world depends in this document and follows it.		There is value even though these goals are difficult Because this could help nations work together more. (Isabella, 3/29/22)
The power of the document is great and holds basic human given rights that need to be respected at all times. (Jada, 3/29/22)		
The power and potential is great with things like the UDHR because it puts everyone in the same page and all follow under the same laws for fairness to not cause more issues. (Francisco, 3/29/22)		
People help each other become equal. (Noah, 3/29/22)		

Table 34 is set up to see examples of student responses to each part of the question. It also illustrates the way students expressed their ideas about the potential, limitations, and

value of the UDHR. The table encompasses the variety of combinations of student responses, from those who answered all three parts of the question to those who only responded to one. Students are identified after the final part of their response going across the table from left to right.

Section 3: Civil Rights Movement and Human Rights

Lesson 9: Eisenhower and the Little Rock Crisis

In this lesson, students learned about the Little Rock Crisis, President Eisenhower's actions, and the concept of correlative duties in human rights. The lesson began with a preview question that asked students to think about whose responsibility it is to ensure people's human rights and what duty, if any, that people have to help others. After students answered and discussed that question, they started a K-W-L chart, thinking about what they know and what they want to know about school segregation and integration. A short video was shown that summarized school segregation and integration up to *Brown v. Board of Education*. Students completed the K-W-L chart, and the class discussed what they learned from the video and they filled out the last column of the chart. The rest of the lesson was adapted from the *Students of History – Eisenhower and the Little Rock Nine* lesson. Students read an article about the Little Rock Crisis including details about the roles and perspectives of the students, the school leaders, the protestors, the governor, and President Eisenhower. After reading the article, the class had a short discussion about it and then students completed a chart that illustrated six people or groups of people from the time period, including those from the article, imagining how they would have viewed the event from their perspective. For example, how did Eisenhower view the crisis? How did the nine students experience the event? Once

students completed the chart, the teacher introduced the concept of correlative duties, including the three that go with each human right, and led a discussion about what duty or duties the president, school administrators, parents, and all Americans had in this situation, under the premise that equal and integrated education is a human right. Finally, students completed a process question in which they evaluated President Eisenhower's actions during the crisis. The review and process questions were analyzed as part of this case study. Those questions align with Research Question 1 about how students independently reflect on history and human rights and Research Question 3 which focuses on students' use of critical thinking and analysis.

Duty Preview Question. The preview question for this lesson was “Whose responsibility is it to ensure people's human rights? Do people have a duty to help others maintain or acquire human rights? For example, when considering equal rights for African Americans, what do all Americans have a duty to do, or not do?” This question was designed to gauge student understanding and views of human rights and duties prior to the lesson, and especially to gather information about their reasoning behind their responses. Over half (n=15, 52%) of the total students (N=29) who completed the question replied that the government or leaders have the primary duty to ensure people's human rights. For example, Monique (4/1/22) responded that primary responsibility rested with “The government so they can make it a priority and laws for people to proceed with.” Francisco (4/1/22) argued that “When considering rights, we live under a constitution, and many other rights and freedoms which we have officials that enforce laws and help/supposed to help maintain people's rights and freedoms per the Constitution.” Clara (4/1/22) also said that the government is primarily responsible for

ensuring rights but added that “All Americans had a duty to treat African Americans with respect and equality, although not everyone did (or still does) this.” Destiny (4/1/22) gave a current example of this responsibility when she stated “I think we should help others fight for their rights. For example, in the BLM movement people of all races came to support African Americans.” Clara and Destiny are part of a large group of students (n=22, 76%) who argued that people have at least a limited or secondary responsibility to ensure the rights of others. This group of students described one or more specific ways that people can help to ensure the rights of everyone, see table 35.

Table 35

Student preview responses to the responsibility/duty associated with human rights

Responsibility	Student Example(s)	Number of Students
Respect/obey laws	“I don’t think people have a duty other than respecting laws and make the government realize how Africans don’t have all rights.” (Hamza, 4/1/22)	2 (7%)
Don’t discriminate	“All Americans should not discriminate others or treat anybody less than.” (Isabella, 4/1/22)	3 (10%)
Stand up for others	<p>“For African Americans, Americans have a duty to speak against the discrimination and everyone should help.” (Maryam, 4/1/22)</p> <p>“They have a duty to fight and protest til everyone gets their rights.” (Charlotte, 4/1/22)</p> <p>“I think people have the duty to stand up for others who may not have equal rights.” (Miesha, 4/1/22)</p> <p>“...to not only protect and hold to the rights we have, but to stand by them for everyone no matter their origins and everyone should have this rule as a human being. (Like the golden rule.) We have a duty of making sure everyone is distributed their rights equally.” (Nora, 4/1/22)</p>	12 (41%)

Responsibility	Student Example(s)	Number of Students
Respect human rights	<p>“Citizens can ensure human rights by respecting them.” (Aiden, 4/1/22)</p> <p>“Everyone plays a part and as humans we should respect their rights because we have the same rights as everyone else.” (Francisco, 4/1/22)</p> <p>“Everyday people don’t need to be a good Samaritan, but should at least have the basic human respect.” (Lamonte, 4/1/22)</p>	10 (34%)
Other	<p>“Vote for the right person.” (Maryam, 4/1/22)</p> <p>“All Americans have a duty to come together.” (Jake, 4/1/22)</p>	3 (10%)

A smaller group of students (n=10, 34%) argued that everyone, the people and the government, share responsibility for ensuring people’s rights. For example, Carlos (4/1/22) made this compelling argument: “It is everyone’s responsibility to ensure the rights of others. Yes, everyone has a moral obligation to make sure everyone has their proper human rights. All Americans have a duty to treat African Americans equally and speak up when they see African Americans being treated unequally.” Similarly, Freya (4/1/22) wrote that “All humans have the responsibility to protect and respect each other’s rights. If African American rights are violated, it’s everyone else’s duty to stand up and fight with them. All human should help fight for equal rights, because if you were in that situation, wouldn’t you want a helping hand? The government made the UDHR so shouldn’t they be the one to enforce it. Respect the Constitution.” Carlos and Freya make the case that everyone, people and government, have a duty not only to respect human rights but to fight for them and stand up with people as well. According to a very small group of students (n=3, 10%), only the people have primary responsibility for ensuring everyone’s human rights. One student (n=1, 3%) did not respond to the question.

A few other student responses are worth noting. Three students (10%) stated that the government creates or makes human rights. For example, Mira (4/1/22) said that “The gov. makes human rights and maintains them with many laws.” Additionally, some students seemed to struggle with the role people should play in ensuring human rights and often began with the government, only to add in the middle of their writing that people do have duties or responsibilities. Jada (4/1/22) described it this way “The government and other people in the world. They are supposed to respect the rights and take a stand when the rights are not protected. They do not have to help others maintain but definitely should.”

Evaluating President Eisenhower’s Actions. At the end of this lesson, students (N=29) were asked to answer this question: “After the Little Rock Crisis, some Americans criticized President Eisenhower for not doing enough to ensure civil rights for African Americans. Others felt he had gone too far in asserting federal power over the states. Evaluate President Eisenhower’s actions and response. What do you think of what he did? Thoroughly explain your answer.” Students first should have taken a stand on Eisenhower’s actions during the crisis. For this part of the response, there was not one correct answer. The second, and more important, part of the student response was whether they gave an accurate and relevant explanation for their opinion. A large group of students (n=23, 79%) asserted that Eisenhower did just enough or what was right in his response to the crisis. A smaller group of students (n=5, 17%) argued that President Eisenhower did not do enough in his actions surrounding the Little Rock Nine. No students (n=0, 0%) said that Eisenhower did too much but one student (3%) did not respond to the question. A majority of students (n=23, 76%) provided explanations for

their responses that adequately explained and justified their opinions, while six students (21%) either did not provide an explanation or the explanation provided did not accurately explain their position. Maryam's (4/4/22) exemplary response is a good example of one that states an opinion and then explains and justifies it: "I think he did a pretty good job in ensuring the security of those students but he could do more like addressing those protestors and personally having a talk with the school, warning them to ensure the rights of everyone irrespective of race, color, etc." Following are some other examples of responses that explain and justify students' opinions:

- "I think he did just right, because if it wasn't for those troops sent out to fight for their freedoms, the same discrimination would happen." (Francisco, 4/4/22)
- "I don't feel like he did enough to help African Americans with civil rights. Because he saw that too many people were against the situation and he still didn't try hard enough. Most of these children probably felt neglected and caged up like animals because they weren't getting their simple needs met." (Monique, 4/4/22)
- "I think he did what was right for the U.S. He protected the U.S. reputation and the people who were a part of the Little Rock Nine." (Isabella, 4/4/22)
- "I think what he did was fine because it protected the human rights of the children that were being violated." (Aiden, 4/4/22)
- "I feel like he did enough but the bare minimum because he made sure the kids were safe and able to get into the school like they were supposed to." (Jake, 4/4/22)

- “I feel like he did what needed to be done. Those people felt like they were above the law not letting these kids in the school when they had no right to do so. They disobeyed the law.” (Mia, 4/4/22)
- “I feel like he did enough because the governor sent the national guard to stop the students from going in school so the president makes sure they went to school and no school’s segregated.” (Darius, 4/4/22)
- “I think President Eisenhower did as much as he could during uncertain times. Yes, he oversaw the National Guard and prevented them from harming the students. He used his power as he saw fit. I think he did just enough to not abuse his power.” (Freya, 4/4/22)
- “President Eisenhower did just enough to ensure that African Americans have Civil Rights. Bringing in the national guard and protecting the kids needed to be done because with racist protestors and rioters, the children could’ve been harmed.” (Charlotte, 4/4/22)
- “I think he did the right thing by using federal power over the states. He needed to take control and protect the kids human rights. He isn’t supposed to just not do anything.” (Jada, 4/4/22).
- “I thought he did perfectly well, he intervened when needed in the situation and brought light to it so they could be protected. He did just enough considering the time period.” (Nora, 4/4/22)
- “I believe Eisenhower did just enough. When rights weren’t protected and weren’t being handled he intervened. He stayed true to human rights, didn’t discriminate against anyone!” (Odina, 4/4/22)

- “I feel like President Eisenhower did just enough, there is always going to be people wanting something else or different amount of involvement. When he called in the guard he took a lot of action and I feel that is all really could have done.” (Sofia, 4/4/22)

Following are some examples of inadequate explanations or justifications:

- “I think he took proper action to protect the rights of African Americans. I agree with what he did.” (Carlos, 4/4/22)
- “I think he did good because he became president by his speeches so he must have been doing something good.” (Grayson, 4/4/22)
- “I think he was just trying to help kids and everybody the best he could.” (Aliyah, 4/4/22)
- “I think he didn’t do enough. Yeah, he sent the national guard but he could of actually helped more saying that didn’t do much.” (Destiny, 4/4/22)

Lesson 10: Rosa Parks and Claiming Human Rights

This lesson was primarily focused on the history of Rosa Parks and the Montgomery Bus Boycott. Students worked independently to read a brief article summarizing the event. Then they examined three primary sources, including the Montgomery City Code, the Arrest Report for Rosa Parks, and a document submitted to the Montgomery City Council called Negroes’ Most Urgent Needs. After reading the article and examining the sources, students answered some knowledge-level questions as well as one that required them to consider the needs of African Americans and explain

what they thought was the most important one. None of the parts of this lesson were analyzed for this case study.

Lesson 11: March on Washington and Group Action

The focus of this lesson was on the March on Washington, specifically the perspectives of the people and groups involved and revisiting the concept of a duty from a slightly different angle. To begin the lesson, students read and then discussed a short article about the March on Washington and Martin Luther King, Jr.'s *I Have a Dream* speech. The class then watched the entire speech and wrote down three points that King made that they either found important or had never heard before. The teacher-observer noted that "after asking students in the American history classes whether they had heard the speech before, the majority said that they had only heard the parts that are well-known, like the 'I have a dream' and 'free at last' sections. I felt that it was important, especially since it is not a long speech, that they watch the whole thing." After giving the students the chance to share their thoughts on the speech, the class began the Big Paper Silent Conversation activity from *Facing History and Ourselves*. In this part of the lesson, chart paper was posted around the room. Each one had a picture of a primary source on it: the program from the march, a photograph of the marchers, a photograph of the Washington, D.C. mall from the Lincoln Memorial of the crowd, the statement by the president, and the New York Times front page from the day after the march. Also on each piece of chart paper were two labels: "perspective" and "importance." Students were assigned a group and a chart paper at which to start the activity. They were given about four to five minutes at each station to examine the source and reply to each of the prompts. The goal was to have students think about what perspective each of the sources

was portraying and why it was important. Since the activity was called a Big Paper Silent Conversation, the goal was to have students go through all of the stations and not talk until they returned to their original one, at which point they would share out with the class the main ideas and comments on the chart paper. Since the students in these classes are very social and have a difficult time doing anything in complete silence, they did talk a little throughout the lesson. The teacher reminded them throughout that they were supposed to be quiet but did not pursue the issue any further than that. According to the teacher-observer, much of the talking was just social chatter and not really talking about the sources. Once the groups had visited each chart, the teacher led a discussion and had each group share some of the ideas they wrote on their chart paper. Finally, students answered a process question in which they considered what someone who did not have all of their human rights would want or expect from either someone who did or the government/people in power. The data from this lesson aligned with Research Questions 1 and 3, independently reflecting on history and human rights and analysis and critical thinking.

Perspective and Duty Process Question. At the end of the lesson on the March on Washington, students (N=29) were asked to respond to the following prompt: “In this activity, you examined the March on Washington from various perspectives. Think about the perspective of people for whom human rights are not protected. This could be a civilian in a war-torn country or a girl in a country where they are not allowed to go to school. What do you think these people would want or expect from people in power or from those who have their human rights guaranteed (inside or outside of their country)? Explain.” This question was included to encourage students to think about human rights

from another person’s perspective and to get another snapshot of what students think about the duties associated with human rights. A majority of students said that people who did not have their human rights protected would expect something from other people who do. A smaller group of students (n=11, 38%) stated that people would expect something from the government or people in power. Table 36 shows the breakdown of what students believed that people would expect from others if their human rights were being denied.

Table 36

Student responses showing what they believed people denied human rights would expect

What students said they would expect...	From the government (number of students)	From people with rights (number of students)
Support/ help/ respect	9 (82%)	14 (64%)
Equality	1 (9%)	7 (32%)
Stand up for, stick up for, fight for rights	6 (55%)	8 (36%)
Other	0 (0%)	1 (5%)

Having students look at a situation from another person’s perspective can be challenging but valuable. Their individual responses to this question illustrate how they used discourse to express themselves. For example, Monique (4/12/22) believed that people who did not have their rights would expect some support from people who do and to be “treated equally so that they don’t feel so disrespected.” Isla (4/12/22) agreed and argued that they would “expect help from people that do have rights, help to try and get rights for themselves and others without rights.” Some students switched from the abstract “people” to including themselves in the group. For example, Hamza (4/12/22) argued that “they would expect us to realize what they don’t have and stand together so we all can

somewhat be equal.” Maryam (4/12/22) included a specific type of action that people could take in her response: “They’d expect people to stand up for them and protest or at least show their support. In today’s world, they might expect us to use social media to support them by bringing the attention of thousands of people towards that issue.”

Another way students wrote about this topic was to incorporate a current social issue that they believed related to people being denied their human rights, such as Aliyah’s (4/12/22) response: “To change the way they’re treated. To fight for African Americans the way they can fight on how innocent a white officer is for shooting an African American for absolutely no reason.” Another student who wrote about a current issue was Malik (4/12/22) who stated that “People whose human rights aren’t protected is the people of Ukraine. The reason that their human rights are being threatened is because of war that is happening. What they would want from people in power is to help them fight the war and protect them.” One student included the concept of a duty in her response, saying “They would want them to help ensure their rights as well, as its sort of a right/duty to help others get them” (Grace, 4/12/22). Charlotte (4/12/22) made the case that people may have the power to influence or change the minds of those in power: “They would want other countries and people who have rights to support them and their movement so that they aren’t all alone in this fight. Also, having their support would hopefully be enough to change the president’s/people in power minds.” The complexity of this question was reflected in many of the students thoughtful and complex responses, including that of Miesha (4/12/22) who explained

I think they’d expect a little more from inside their country. They’d expect protection as well as rights, especially if one of the rights they don’t have is the

right to education but other groups of people are still given that right. However, if a country were at war I think those citizens would expect another country to help in some way.

Following are some other representative student responses to this question:

- “I think these people would want people who have rights to do the best they can to show support for the people who don’t have them. And do what they can to help them secure their rights.” (Carlos, 4/12/22)
- “They should show them respect and kindness because at the end of the day they are still people with feelings.” (Maya, 4/12/22)
- “They would want equality; they would expect to be treated equal and have equal rights.” (Francisco, 4/12/22)
- “They would want support all around the nation and in the world. They probably think ‘If they got support so can we!’ Girls in countries where they aren’t allowed to go to school want support for their cause, but without it, it’s impossible to take a step in the right direction.” (Freya, 4/12/22)
- “I think they would want people to stick up for their rights and try to make sure everyone is given their rights. They would want people to speak up about the injustices.” (Jada, 4/12/22)
- “I think these people would want the people with power to try and make a difference. If it were a civilian in a war-torn country with other countries having power, the civilian would want other countries to donate food to help the hungry, and supply soldiers to rebuild the war broken country.” (Mira, 4/12/22)

- “These people would want people who have these things to fight for them. When deprived of rights you need as many people to help as possible. People often who have these rights take them for granted and need to realize the privilege they have to be themselves and be able to do certain things.” (Sofia, 4/12/22)

In addition to expecting help and support from people with rights, students also argued that people in power should help. Isabella (4/12/22) stated that “I think they would expect people in power to imagine if they were in their shoes. They probably would expect them to stand up for them as somebody who has the ability to help.” Similarly, Jake (4/12/22) argued that “They would expect those people in power to help them and do the right thing.” Another student focused on government and the Constitution, making the case that leaders should help to ensure people’s rights: “I think they would’ve wanted their leaders to fight for their rights. If I was part of that group of African Americans in that time period, I would also be disappointed in the fact that our leaders would even have to be asked, as basic rights were promised under the U.S. Constitution” (Lamonte, 4/12/22).

- “People without rights would expect people in power to do something to respect their rights and make sure they will have rights.” (Landon, 4/12/22)
- “I think they would want people in power to use their privilege in order to help convince other powerful leaders to give citizens without rights the same rights they have. The people who don’t have those rights would probably want powerful leaders to make a change and openly given their money and support in order to help.” (Clara, 4/12/22)

Overall, student responses to this question were thoughtful and represented a variety of approaches to viewing this complex problem from someone else's perspective.

Lesson 12: President Kennedy's Speech on Civil Rights

In this brief lesson focused on the history of the Civil Rights Movement, students read and examined President Kennedy's speech on Civil Rights on June 11, 1963. After reading through it and discussing as a class, the students watched the video of the speech. This was done after reading it to make sure that students understood the content about which he was speaking. The video is old and at times hard to understand. After a brief discussion, students were assigned a set of questions to answer with a partner. Many were knowledge-based but a couple asked students to consider the "moral crisis" Kennedy spoke of and whether they believe his speech was persuasive to the American people. Finally, students completed a process question in which they had to give President Kennedy's speech a grade from A to F and justify their decision with at least two pieces of evidence from the speech. No parts of this lesson were analyzed for this case study.

Lesson 13: Types of Protest, the Student Nonviolent Coordinating Committee, and Freedom March

In this lesson, students learned more about the Civil Rights Movement and explored the concept of non-violent protest. First, students answered a preview question in which they were asked to make a T-chart and list the pros and cons (advantages and disadvantages) of a non-violent approach to addressing civil rights issues. As a class, students read about Ella Baker and the Student Nonviolent Coordinating Committee. They also looked at samples of protest posters and read a brief article about the Selma to Montgomery Freedom March. Whole-class discussion was mixed throughout these parts

of the lesson. Students were then assigned a partner and given a Concept/Definition Map to complete for non-violent protest. The Concept/Definition Map had boxes for students to write down what it was, what it was like, examples, and finally a definition that drew on all of those sections. At the end of the lesson, students answered an online question about whether they believed non-violent protest is an effective way for people to fight for civil rights. No parts of this lesson were analyzed for this case study.

Section 4: Focusing on the Human Rights of the Civil Rights Movement

Lesson 14: Analyzing the Murder of Emmett Till

This lesson was not completed during the teaching of this unit due to school circumstances. The lesson plan had called for the examination of primary sources related to the murder of Emmett Till. Students were going to complete a chart where they observed, reflected, and questioned each one. To help students process the information in the lesson, students were going to complete a Graffiti Board where they could share their comments and questions. The lesson on Emmett Till was unfortunately never done but the Graffiti Board activity was incorporated into a later lesson.

Lesson 15: Categorizing Human Rights – Old and New Rights

This lesson focused on human rights and the categories of old and new rights. It was adapted from the *Facing History and Ourselves: What is a Right?* lesson from the *Universal Declaration of Human Rights* unit. The lesson began with a review question that asked students to consider how the UDHR is supposed to help protect human rights even though it cannot be enforced by law. After that, students were given the definitions of old and new rights and the teacher led a discussion about them, including giving many examples and having students determine what kind of rights they were. The terms old and

new were used but really the focus of the lesson was on the fact that there are different kinds of rights: civil, political, economic, and social. Some of these are rights that protect people from the power of the government (old rights), while others are rights that people expect from the government (new rights). Once students had experience with the different types of rights, they were asked to look at the UDHR and choose six rights that they would classify as old rights and six rights that they would classify as new rights. This part of the activity was done with a partner and then a whole-class discussion followed. Finally, students completed a two-part process question to reflect on the lesson. They were asked to think about the rights African Americans were fighting for in the Civil Rights Movement and to classify them as old, new, or a combination, and explain their reasoning. They were also asked to make a connection to America today and choose the right from the UDHR that they thought was the most important today. The two-part process question was analyzed for this case study. The first of the two correlates with Research Question 1 about how students independently reflect on history and human rights, as well as Research Question 3 related to analysis and critical thinking. The second question correlates with Research Questions 1, 3, and 4 since they were asked to write their response after analyzing the rights and choosing one they think is the most important based on their experience in this unit.

Civil Rights: Old or New Process Question. At the end of this lesson, students (N=25) were asked to consider two questions, the first of which was: “Think about the rights that African Americans were fighting for in the Civil Rights Movement. Would you classify those rights as old or new rights? Or were they a combination of the two? Explain your answer.” The majority of students (n=21, 84%) responded that the rights African

Americans were fighting for were a combination of old and new rights. The rest of the students classified them as one or the other, with one (n=1, 4%) saying they were fighting for old rights and two (n=2, 8%) classifying them as new rights. In addition to asking how they would classify the rights African Americans were fighting for, students were asked to explain their answers. A majority of students (n=16, 64%) did not provide a complete and accurate explanation for why they chose the response they did. A smaller group of students (n=9, 36%) did adequately explain their response. Table 37 shows examples of both types of student responses. In order to demonstrate understanding, it was not necessary for them to choose a particular type or types of rights; the explanation they provided was important to gauging their understanding of old and new and different types of rights.

Table 37

Student responses to whether Civil Rights were old, new, or a combination

Type of Response	Student Responses
Responses that demonstrate understanding	<p>“Combination of the two because a few of the rights were listed as new and old. No one has the right to slavery is old, whereas everyone has the right to education is new.” (Freya, 4/29/22)</p>
	<p>“They were both because they were being tortured and held as slaves. They also weren’t able to get an education or any security.” (Imani, 4/29/22)</p>
	<p>“I think it was a combination of the two because ‘no one has the right to hold you in slavery’ would be considered old but ‘every adult has the right to a job, a fair wage, and membership in a trade union’ is considered new and African Americans fought for both.” (Isla, 4/29/22)</p>
	<p>“I’d say old right, because back then the government had a lot to do with the problems that African Americans had back then.” (Francisco, 4/29/22)</p>
	<p>“Old because they want their human rights and want protection from the government.” (Darius, 4/29/22)</p>

Type of Response	Student Responses
	“The rights African Americans were fighting for in the Civil Rights movement were a mix of old and new rights. African Americans wanted to be able to vote and to be seen as equals (old). They also wanted things like education (new).” (Mira, 4/29/22)
Responses that do not demonstrate understanding	“I think a combination of both, however more as old rights just because I view those as sort of the basic rights that they weren’t given.” (Miesha, 4/29/22)
	“I think they were both because some of them were required back then and now they’re not.” (Isabella, 4/29/22)
	“It’s a mix of the two, people unjustly denied African Americans their rights for a long time and the government did not protect their rights properly, and other times the government itself did not.” (Carlos, 4/29/22)
	“They are a combination because everyone had the right to a fair trial but also they are all entitled to equal protection.” (Monique, 4/29/22)
	“They are new right because they were fighting for them back then.” (Maya, 4/29/22)
	“They are a combination because they still apply to this day.” (Mia, 4/29/22)
	“I think these are a mixture of the two because new ideas were formed when African Americans fought for their rights, and old ones were combined with this.” (Clara, 4/29/22)
	“Old – protect them from authority abuse. New – make them accepted” (Nora, 4/29/22)

Student responses that demonstrated understanding included either a definition or description of an old and/or new right, depending on the student answer. Other responses that demonstrated understanding gave specific examples of the types of rights for which African Americans were fighting and labeled those rights as old or new. Responses that did not demonstrate understanding did not accomplish the previously mentioned criteria and often contained clearly incorrect information or showed a misconception. A common theme in incorrect responses was confusing the concept of old and new rights with a specific time period or when people either had rights or were fighting for rights. Other answers just did not make sense, indicating that students did not understand the concept.

Overall, many students struggled with this concept or struggled to explain their ideas about it.

UDHR – Most Important Right for America Today. The last question of this lesson was: “Of all the rights in the UDHR, which one do you think is the most important one to focus on in America today? Explain.” This question was designed to give students a chance to express their personal opinions, including explaining their responses, about what human right they think is the most important in America today. Of the total students (N=25) who answered this question, a majority of them (n=19, 76%) stated the right they thought was the most important and explained why. Another smaller group of students (n=6, 24%) chose the right they thought was most important but did not adequately explain or justify their choice. Table 38 shows the rights that students chose and gives some examples of student responses for each one.

Table 38

Student responses to what right is the most important in America today

Human right chosen as most important	Number of students	Examples of student responses that adequately explain or justify human rights choice
Speech, voice opinions	7 (28%)	<p>“Everyone has the right to their beliefs because on social media is always arguing on what they think should be right or wrong when everyone should be entitled to their own opinion.” (Isabella, 4/29/22)</p> <p>“The right to voice opinions freely, these days anyone who has an opinion that others don’t agree with they get silenced.” (Carlos, 4/29/22)</p> <p>“The right to free speech so you can be yourself and believe what you want.” (Landon, 4/29/22)</p>
Equality before the law, treated fairly	8 (32%)	<p>“The right to not be falsely imprisoned because there’s many cases that end up with someone innocent being locked up.” (Francisco, 4/29/22)</p>

Human right chosen as most important	Number of students	Examples of student responses that adequately explain or justify human rights choice
by the justice system		“I think the right to a fair trial is important because lots of people are wrongly accused of crimes.” (Mia, 4/29/22) “Innocent till proven guilty! If this wasn’t in place so many more people who are innocent would go to jail.” (Destiny, 4/29/22)
Religion, beliefs	2 (8%)	“Freedom of religion because even though it’s allowed in America, people still face discrimination just because of their religion.” (Darius, 4/29/22)
Vote	2 (8%)	“The right to vote is the most important one to focus on in America today because voting allows citizens to give their opinion on who should run the country.” (Mira, 4/29/22)
Education	2 (8%)	“The right to have a good education because that’s important to have in order to succeed.” (Monique, 4/29/22)
Not to be held in slavery	1 (4%)	“The right to not be held in slavery because without that where would African Americans be today.” (Maya, 4/29/22)
Other	3 (12%)	“We are all entitled to a social order in which we enjoy these rights because we should be able to enjoy them and not feel guilty for it or always think about how things are never going to change.” (Aliyah, 4/29/22)

Overall, students who explained why they chose a certain right did so clearly and sometimes emphatically, like Destiny when discussing the concept of innocent until proven guilty, and with specific examples, such as Francisco, who was concerned about innocent people going to prison. Because some students did not explain their choices, it is not possible to know what kind of reason or justification they had. When examining the choices of rights that students made, the two most often cited rights were the right to free speech or to voice your opinion and the right to equal and fair treatment under the law. Those were by far the rights most often picked by students. Freedom of religion, the right

to vote, and the right to an education together did not make up even half of the latter two rights combined. Clearly many students felt strongly about free speech and equality under the law. This is especially evident when their explanations are taken into account, showing a concern for people being able to voice their opinions and be themselves, and for those people either wrongly accused of or jailed for crimes.

Lesson 16: Supreme Court and Loving v. Virginia – Right to Marry

The focus of this lesson was on the history of the Supreme Court case *Loving v. Virginia* and the human right to marry. This lesson was adapted from the *Students of History* lesson. First, students were asked to answer a preview question about the right to marry and whether it was an old or new right and what role the government should play in the right. After completing the question, the class had a discussion about the topic. Then students read a short article about the Supreme Court case and answered a few questions to make sure they understood the situation and outcome of the case. The final part of the lesson was a Graffiti Board; this was added in place of a simple process question because it was an activity that the teacher wanted the students to experience and it had been eliminated due to the Emmett Till lesson being cut. For the Graffiti Board, two pieces of chart paper were hung on the white board. Each one had a specific question attached to it. The first question was “Right. Who has the right to marry? How has this right changed over time – from the Civil Rights era to the present? Are there limits on who should be able to get married: age, race, gender, religion?” The second question was “Duty. What responsibility does the government have to protect the right to marry? What duty do all people have to protect the right to marry? For example, if someone owns a bakery, should they be able to refuse to bake a cake for a couple they don’t think should

get married?” Students were encouraged to write their thoughts, questions, and responses to others on the chart paper. Once everyone had a chance to write, the class discussed the comments and questions written on the chart paper. The final part of the activity was for students to reflect on the activity, their experience, and their learning by answering a process question. This last question aligned with Research Question 1, individual written discourse, and Research Question 4 that deals with students reflecting on their own learning.

Graffiti Board Question. The final question asked of students (N=31) in this activity was: “Did you think this was an effective way for you to think and communicate about this topic? Explain.” Most of the students (n=18, 58%) responded that they did think this was an effective way for them to think and communicate about this topic. Only one (n=1, 3%) replied that it was not an effective part of the activity, while a small group of students (n=12, 39%) did not respond to the question at all. Grayson (5/2/22) did not think this was an effective activity because “I wasn’t thinking about it that much.” On the other side of that argument was Odina (5/2/22) who simply said “it’s engaging.” Many other students gave more detailed reasons for why they felt the activity was effective. Some of the reasons were related to the content of the activity, the questions they were asked about the rights and duties surrounding marriage. For example, Rose (5/2/22) explained that it helped her to get “a good view and idea about how marriage was back then as far as race.” Isabella (5/2/22) liked the fact that “it gives a real-life example of what they had to go through.” Many other students focused on the Graffiti Board activity itself when explaining why they thought the activity was effective. Sofia (5/2/22) liked the fact that it allowed “everyone to be anonymous and not scared” while Monique

(5/2/22) thought that it “helps you express your opinion in a different way.” Lamonte (5/2/22) echoed Monique’s opinion and said that it “allowed for an open area for opinions and conversations.” Many other students liked that they had the chance to read and see other students’ comments. More examples of these types of student responses are included below:

- “I think it is because it give us an idea of what everyone else thinks.” (Miesha, 5/2/22)
- “Yes, because I got to see how everyone else thought and see their perspective.” (Jada, 5/2/22)
- “Yes, I saw what my peers thought and I was able to think about it and if I agreed or disagreed.” (Clara, 5/2/22)
- “I think this was effective because it let me see everyone’s thoughts, I just didn’t like the crowd of people at the board.” (Mira, 5/2/22)
- “Yes, because I had other things to reference for me to contemplate my answer.” (Nora, 5/2/22)
- “Yes, because it’s a good way to communicate and interact.” (Imani, 5/2/22)
- “I do because you were able to see what other people thought and think about it.” (Malik, 5/2/22)
- “Yes, it does take some time, but everyone can read everything everyone answers.” (Freya, 5/2/22)
- “Yes, because you get to hear other people’s thought and opinions.” (Charlotte, 5/2/22)

Lesson 17: Martin Luther King, Jr. on Vietnam – Human Rights and War

In this short lesson, students examined Martin Luther King Jr.'s speech "Why Protest" about the Vietnam War. First, students answered a preview question about what effects they thought war could have on human rights. After discussing their responses, students worked with a partner to read, discuss, and answer questions about the speech. The lesson concluded with students considering whether the ironies that MLK, Jr. spoke about are present in the world today. For example, do leaders advocate for non-violence as a means to achieve goals while the country and government use violence or war to solve its problems with other countries? Students discussed their responses to this question. No parts of this lesson were analyzed as part of this case study.

Lessons 18 and 19: Redlining and Housing Discrimination – Long-term Effects

In this two-day lesson adapted from *Students of History*, students learned about redlining and housing discrimination by examining primary sources and completing a chart to help them process them. First, students completed a preview question that asked them whether they believed that the UDHR gave people the right to live anywhere they want to, and whether they believed this should be a universal human right. After discussing the responses to that question, students read a short article about redlining and housing discrimination. The teacher led a discussion of key vocabulary and concepts that were new to students to make sure they understood how these processes were carried out. Then students worked in small groups to examine primary sources related to housing discrimination, including redlining maps, neighborhood agreements, advertisements for new homes and neighborhoods, signs stating who was allowed to live, or not live, in a neighborhood, flyers and leaflets given to African Americans, photographs of protests, an

excerpt from the Fair Housing Act of 1968, and political advertisements. As students examined these primary sources, they were told to choose five that they found meaningful or important. For each of those five sources, students would fill out the Head, Heart, and Conscience chart (Facing History and Ourselves). They wrote down the name of the source and then the Head column asked them to consider “What information did you learn from this source?” What questions do you still have?” The Heart column required them to consider “What emotions does this source raise for you? What aspect of the source stands out to you the most and why?” Finally, the Conscience column was for them to record “What questions about right or wrong, fairness or injustice, does this source raise for you?” Students who were willing were encouraged to share any responses that they wanted to when this part of the lesson was completed. The process question at the end of the lesson asked students to reflect on their own learning by considering both the content and the way in which they engaged with it. This aligns with Research Questions 1 and 4, written discourse that reflects on their learning.

Housing Discrimination Process Question. The final question in this lesson was: “Reflect on your learning during this lesson. Did you find it helpful to think about the documents in terms of the Head, Heart, and Conscience chart? How did this activity help you to build understanding of how cities and neighborhoods were segregated?” Student responses (N=30) fell into four categories. One group of students (n=11, 37%) said that the activity was helpful and mentioned the Head, Heart, and Conscience chart as a helpful part of the activity. Mia (5/4/22) explained that “The chart was a good way to dig deep into my real emotions of the situation at hand. It helped build understanding by looking at the sources and reading the descriptions.” A common theme from students describing the

Head, Heart, and Conscience chart was that it helped them to separate their thoughts and feelings. Francisco (5/4/22) also said that “It helped me organize my thoughts and feelings.” Nora (5/4/22) pointed out that the chart may be used to reflect on an activity or lesson, saying that “I think it’s easier to use as reflection in order to make decisions about what was both learned and felt.” Two other students commented on both the content of the activity and using the chart. Freya (5/4/22) said that “It definitely opened my eyes about how our current neighborhoods are. It also shows how whites did everything in their power to keep them separated from blacks. You explore all three mind sets and sometimes come to similar or different conclusions.” In Mira’s (5/4/22) response, she explained that thinking in terms of the chart made it easier to understand how people during that time period felt, explaining that

I think it was helpful to think of the documents in terms of the head, heart, and conscience because it allowed you to see what was happening in the time period, how people may have felt during the time, and questions people may have had about the decisions that were made. This activity showed me that ‘rich’ neighborhoods were usually filled with white people, and poorer neighborhoods were located closer to the city.

Three other students noted connections between this activity and the chart and how they understood or reflected on the content of the lesson. Jada (5/4/22) explained that it was helpful “because it made me try to understand how people of color felt.” Sofia (5/4/22) reported that the activity “really made me reflect and realize just how bad everything was. It also made me realize just to the extent that these people went.” Finally, Destiny

(5/4/22) simply said that the activity “helped me to realize that there is different ways to look at things.”

Another group of students (n=15, 50%) responded that the activity was helpful but they did not specifically mention the Head, Heart, and Conscience chart. This group’s comments focused on the content of the lesson; it is not possible to evaluate the role that the chart part of the activity may or may not have played. A few examples of student responses from this category are listed below.

- “Yes, this was helpful. It helped me by showing how integration was really something avoided.” (Rose, 5/4/22)
- “I thought it was helpful. This activity made me realize how everything was segregated even things I wouldn’t have stopped to think about. It showed how far of lengths people would go to keep black people out of ‘white sections’ and how housing laws back then influence our own neighborhoods today.” (Clara, 5/4/22)
- “In a way, I was able to understand their feelings after studying so many sources about segregation, including these. All the sources added up to a general understanding of what they went through.” (Lamonte, 5/4/22)
- “It really just showed me how whites acted and racism over living somewhere.” (Jake, 5/4/22)
- “It was helpful as the maps showed different types of neighborhoods and the sources showed both people protesting for and against segregated areas for housing. Also, it helped us to have a better understanding of the Fair Housing Act.” (Maryam, 5/4/22)

- “I found it very helpful. Showing and telling real-life events involving segregation helps me have a better understanding of it.” (Isabella, 5/4/22)
- “I did find it helpful, it helped build my understanding by showing all the ways whites tried to be segregated from everyone else.” (Isla, 5/4/22)

These student responses indicate that most students did find the activity to be helpful and developed an understanding of housing discrimination. Even the one student (n=1, 3%) who specifically said that he did not find the chart helpful did comment that “This activity helped me understand the extent and execution of de jure segregation as well as its results” (Carlos, 5/4/22). A small group of students (n=3, 10%) did not respond to this question.

Section 5: Making Connections: History, Human Rights, and Current Events

Lesson 20: Culminating Activity – Hexagonal Thinking

The culminating activity for this unit was based on the idea of hexagonal thinking. This activity was not graded and was framed as a review for the summative assessment that would follow in a couple days. Students were encouraged to take it seriously since it would really help them review for the test and show the teacher how well they understood the major concepts. The idea behind hexagonal thinking is that students can make connections between and among the concepts, ideas, vocabulary, people, events, etc. that are included in a given unit of study. This is similar to a concept map or web with a little different twist. Students show connections between concepts by connecting the sides of the hexagons; since hexagons have six sides, each concept could conceivably be connected to six other concepts, although that is not required. These connections will both build deeper understanding and demonstrate the understanding students already

have. A quick online search will reveal a large variety of ways to organize this type of activity. For this unit, the teacher chose 19 words or phrases from the unit that students should understand and be able to connect in some way. There was a blank hexagon, the twentieth, that was labeled “current event” that students were told to use to choose and label with a current event of their choice. The first step was to connect the hexagons in a way that illustrates how the concepts are related. Students were told that there were an infinite number of ways to do this part of the activity. The important thing was that they understood the concepts and connections. The second part of the activity was to choose six or nine (depending on whether students were in a regular or honors class) connections to describe in a detailed statement. Students were given arrows with numbers to cut out and use to point to the connections they wanted to describe. Finally, students numbered around the edge of their paper and described those chosen connections they made between concepts. Students were encouraged to make connections between history, human rights, and current events, although no specific number or criteria were given for that. When looking at student’s work, the teacher looked for basic connections which were found in the sides of the hexagons touching or in-depth connections which were in the descriptions of specific connections. This project aligns with Research Question 1 because students were independently reflecting on history and human rights. It also aligns with Research Questions 3 and 4 because students were using critical thinking to analyze the concepts and connections between them as well as reflecting on their learning throughout the unit.

Hexagon Review Activity. Prior to students beginning this activity, they were given detailed instructions and all the materials needed to complete it. They were given large,

11 x 17 inches, pieces of paper and a sheet with hexagons and arrows to cut out. The teacher explained the concept behind the hexagon shape and how they could show connections between and among different concepts. They were also told the number of connections that they needed to explain in a more detailed statement somewhere on their paper. Even with these instructions, some students struggled to get started. According to the teacher-observer, “students often have a hard time with new activities and ones that don’t have just one right answer.” Once students were reassured that they could all have different arrangements of hexagons and still all be correct, they settled into working on the activity. All students (N=32) in the case study completed this activity. Analysis of the basic connections student made (how they arranged the hexagons with sides touching) revealed that all of them (n=32, 100%) made at least one basic connection between history and human rights. An example of this is Imani’s (5/6/22) connection between the terms “Human Rights” and “Loving v. Virginia.” A slightly smaller number of students (n=26, 81%) made a basic connection between human rights and a current event. Isabella (5/6/22) chose the current event “cops killing Black people” and connected it to “equality before the law,” which in turn was connected to “Voting,” which was then connected to “Human Rights.” The connections could be isolated to just the two touching sides of two hexagons, or they could lead to multiple connections by following what other hexagons each of them was connected to. Another basic connection was between history and current events. A majority of students (n=27, 84%) were also able to make this type of connection. For example, Jake (5/6/22) chose the current event “Racism” and connected it to “Redlining.” Grayson (5/6/22) chose a more specific current event, “BLM” and connected it to the “Little Rock Nine.” Overall, most students demonstrated that they

could make the three basic types of connections between history and human rights, human rights and current events, and history and current events.

The second part of the activity was to have students explain in-depth some of the basic connections they had made. The analysis of these explanations involved looking for the same three types of connections: history and human rights, human rights and current events, and history and current events. This task showed whether students could articulate the connections they had made and explain why they connected certain hexagon sides. A large group of students (n=30, 94%) successfully provided an in-depth explanation of a connection between history and human rights. For example, Miesha (5/6/22) explained her connection between “Civil Rights” and “Human Rights” by stating that “It can be argued that Civil Rights falls under human rights since people of color are humans.” Another example of this type of connection came from Jada (5/6/22) who explained her connection between “Loving v. Virginia” and the “UDHR” by stating that “Loving v. Virginia is connected to the UDHR because everyone should be able to get married.” A much smaller group of students (n=14, 44%) successfully explained a connection between human rights and a current event. One example of this type of connection came from Maya (5/6/22) who described the connection between the current event she chose, “BLM,” and “Civil Rights” by stating that “Black Lives Matter movement is really colored people protesting for their civil rights” (See Figure 6). In a more direct connection between human rights and a current event, Clara (5/6/22) explained how her chosen current event, “Abortion Laws,” is connected to “Human Rights.” Clara (5/6/22) stated that “The new abortion laws that don’t allow women to get abortions is not in favor of our human rights with our choice to choose what we want to do.” Successful in-depth

explanations of the connections between history and current events were completed by the fewest number of students (n=3, 9%). One example came from Jada (5/6/22) who explained her connection between her current event choice, “BLM,” and “Martin Luther King, Jr.” Jada (5/6/22) stated that “Martin Luther King fought for equality which people still fight for today with the BLM movement.” Table 39 summarizes the number of students who successfully made basic and in-depth connections and contains more illustrative examples.

Table 39

Student basic and in-depth connections on hexagon activity

Type of Connection	Number of Students	Student Examples
Basic – History and Human Rights	32 (100%)	“Human Rights” and “Martin Luther King, Jr.” (Clara, 5/6/22)
		“Human Rights” and “Eleanor Roosevelt” (also connected to “UDHR”) (Lamonte, 5/6/22)
		“Human Rights” and “Double V Campaign” (Freya, 5/6/22)
		“Human Rights” and “Segregation” (Landon, 5/6/22)
Basic – Human Rights and Current Event	26 (81%)	“Russia taking away Ukraine’s rights” (Current Event) and “Equality Before the Law” (which was also connected to “Human Rights”) (Miesha, 5/6/22)
		“BLM” (Current Event) and “Equality before the Law” (Charlotte, 5/6/22)
		“Human rights aren’t ensured in Ukraine” (Current Event) and “Human Rights” (which was also connected to “Universality”) (Darius, 5/6/22)
		“Russia v. Ukraine, Israel v. Palestine (violation of H.R.)” and “Universality” (Maryam, 5/6/22) (See Figure 4)
Basic – History and Current Event	27 (84%)	“BLM” (Current Event) and “Little Rock Nine” (Jada, 5/6/22)
		“BLM” and “Martin Luther King, Jr.” (Jada, 5/6/22)

Type of Connection	Number of Students	Student Examples
		<p>“Black Lives Matter” (Current Event) and “March on Washington” (Mia, 5/6/22)</p> <hr/> <p>“Black Lives Matter” and “Civil Rights” (Maya, 5/6/22)</p>
In-depth – History and Human Rights	30 (94%)	<p>“Voting” and “Human Rights” – “It is a human right to allow everyone to vote and say what they want.” (Sofia, 5/6/22) (See Figure 3)</p> <hr/> <p>“Eleanor Roosevelt” and “UDHR” – “Eleanor Roosevelt fought for everyone to have the same rights.” (Destiny, 5/6/22)</p> <hr/> <p>“Segregation” and “Civil Rights” (which was connected to “Human Rights”) – “Segregation went against civil rights.” (Diamond, 5/6/22)</p> <hr/> <p>“Human Rights” and “UDHR” – “The human rights that everyone is granted when we are born is written in the UDHR.” (Clara, 5/6/22)</p> <hr/> <p>“Loving v. Virginia” and “Human Rights” – “The Lovings were married and because one was Black and one was white they weren’t approved for marriage. Everyone should have the right to marry who they please.” (Isabella, 5/6/22)</p>
In-depth – Human Rights and Current Event	14 (44%)	<p>“Leaked Roe v. Wade getting overturned” and “Human Rights” – “Roe v. Wade is the law for women’s privacy and the right to have an abortion. There was a leak that Roe V. Wade could get overturned and people are furious and protesting. And it is equality under law too because it is not fair nor equal to make a woman carry a baby to term when she could die having birth.” (Odina, 5/6/22) (See Figure 2)</p> <hr/> <p>“BLM” (Current Event) and “Equality before the Law” – “BLM is a movement that primarily protests incidents of police brutality.” (Charlotte, 5/6/22)</p> <hr/> <p>“BLM” (Current Event) and “Equality before the Law” – “What started the BLM protest was the deaths of many innocent African Americans.” (Malik, 5/6/22)</p>

Type of Connection	Number of Students	Student Examples
		“Ukraine v. Russia” (Current Event) and “Human Rights” – “Ukraine is currently fighting for their civil and human rights.” (Grace, 5/6/22)
		“Black Lives Matter” and “Universality” – “The connections between Black Lives Matter and universality has something to do with the fact that everyone should have rights and fair rights and universality is basically saying the same thing.” (Aliyah, 5/6/22)
In-depth – History and Current Event	3 (9%)	“Black Lives Matter” and “Civil Rights” – Civil Rights and Black Lives Matter movement are connected because the BLM movement shows people using their civil rights to protest.” (Francisco, 5/6/22)

Students included many different types of connections in their hexagon projects in addition to those discussed above. Students connected historical concepts like “Segregation” and the “Little Rock Nine” and human rights concepts such as “Human Rights” and “Correlative Duties.” Connections like these were found throughout students’ projects. Students also often included in their projects multiple basic and in-depth connections like those found in Table 39. Overall, students were more likely to identify basic connections by connecting the hexagons. In-depth connections were not made as often, with connections between history and current events being the least likely in-depth connection to be identified and explained. Examples of student hexagonal thinking projects are included below in Figures 1 through 6.

Figure 1

Hexagonal Thinking – Example 1

77712

1. The Double V Campaign was a WWII movement made in hope to gain equal rights for the African Americans that served.
2. Redlining was a form of segregation where neighborhoods in cities were separated by race. Neighborhoods with mainly colored people were outlined in red, were older, and tended to be close to city centers.
3. Martin Luther King Jr. was a civil rights leader that believed in nonviolent protest.
4. Martin Luther King Jr. participated in the March on Washington. It was there that he said his famous "I have a dream..." speech.
5. Eleanor Roosevelt was the United States representative in charge of making the UDHR.
6. The Universal Declaration of Human Rights states the rights everyone is entitled to/ the rights that apply to all.
7. President Dwight Eisenhower sent US troops to protect the African American students trying to attend Central High School. These students were referred to as the Little Rock 9.
8. Voting is one of the civil rights African Americans were fighting for.
9. Roe v Wade is an abortion case. People have the right to decide what happens to their body.
10. Brown v. Board of Education said the policy, Separate but equal is unequal. Separate but equal separated races, therefore it's a form of segregation. Segregated schools aren't allowed.
11. Martin Luther King Jr. was a civil rights activist that fought for equal rights.
12. Brown v. Board of Education said separate but equal is unequal and led to integration. The school the Little Rock 9 wanted to go to was against integration.

Figure 2

Hexagonal Thinking – Example 2

82712

9. Martin Luther King stood for non-violence and believed it was the only way to achieve goals.

10. Roe v Wade is part of human rights because it's a woman's right to have an abortion.

11. I lost my 11 arrow.

1. Eleanor Roosevelt and other country leaders got together to create the UDHR (Universal Declaration of Human Rights) to create equality.
2. The double V Campaign was against segregation, specially because black soldiers were fighting for equality they didn't even have back home. So the campaign was another push against segregation.
3. WWII and the double V campaign are related because the double V campaign was created because soldiers in WWII didn't have rights back home that they were fighting for.
4. During the March on Washington Martin Luther King Jr. made the famous "I have a dream" speech on the Lincoln Memorial stairs.
5. When 9 black highschool kids went to integrate into a white school (the little rock nine) the school rejected them so President Dwight Eisenhower stepped in and made sure they went to school safely.
6. Brown v Board of education was a trial for integrating schools. After the Supreme court ruled it to happen, the right against segregation for education was added to the human rights.
7. Roe v Wade is the law for woman's privacy and the right to have an abortion. There was a leak that Roe vs wade could get overturned and people are protesting. And its equality over law because it is not fair nor equal to make a woman carry a baby to term when she could die having birth.
8. Redlining kept segregation around when it was illegal by keeping houses in black neighborhoods not insured.

Figure 3

Hexagonal Thinking – Example 3

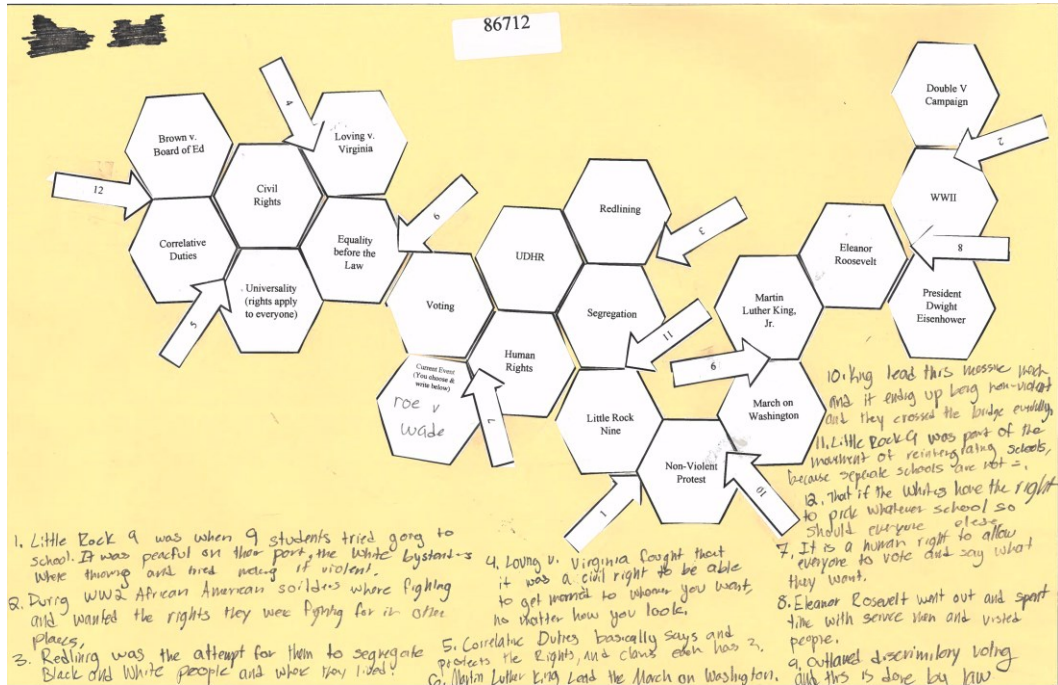


Figure 4

Hexagonal Thinking – Example 4

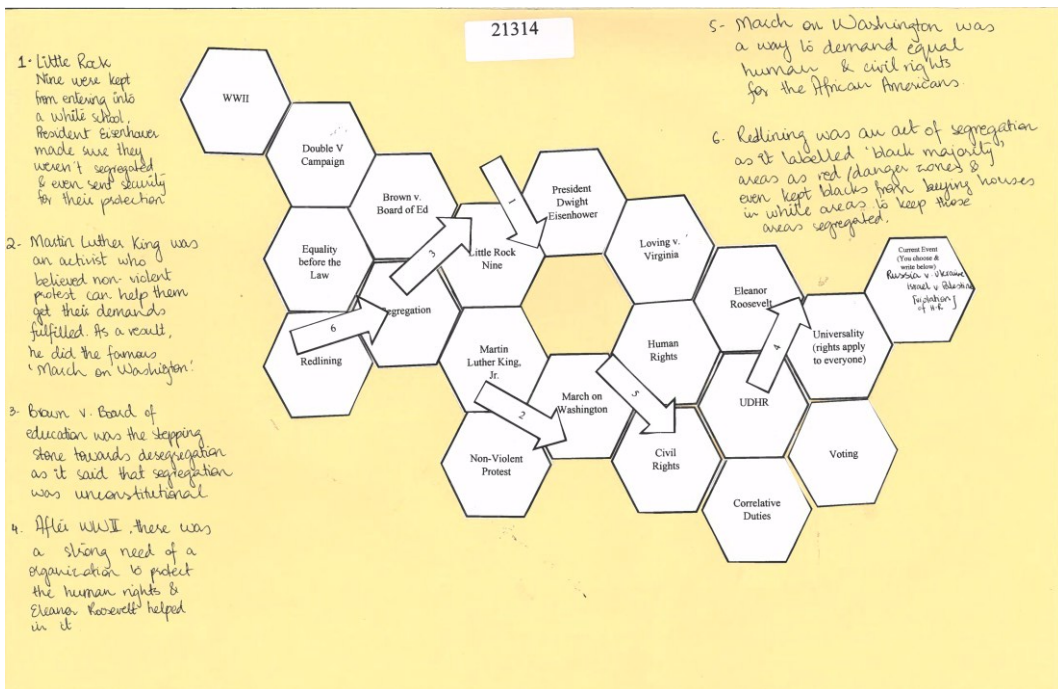


Figure 5

Hexagonal Thinking – Example 5

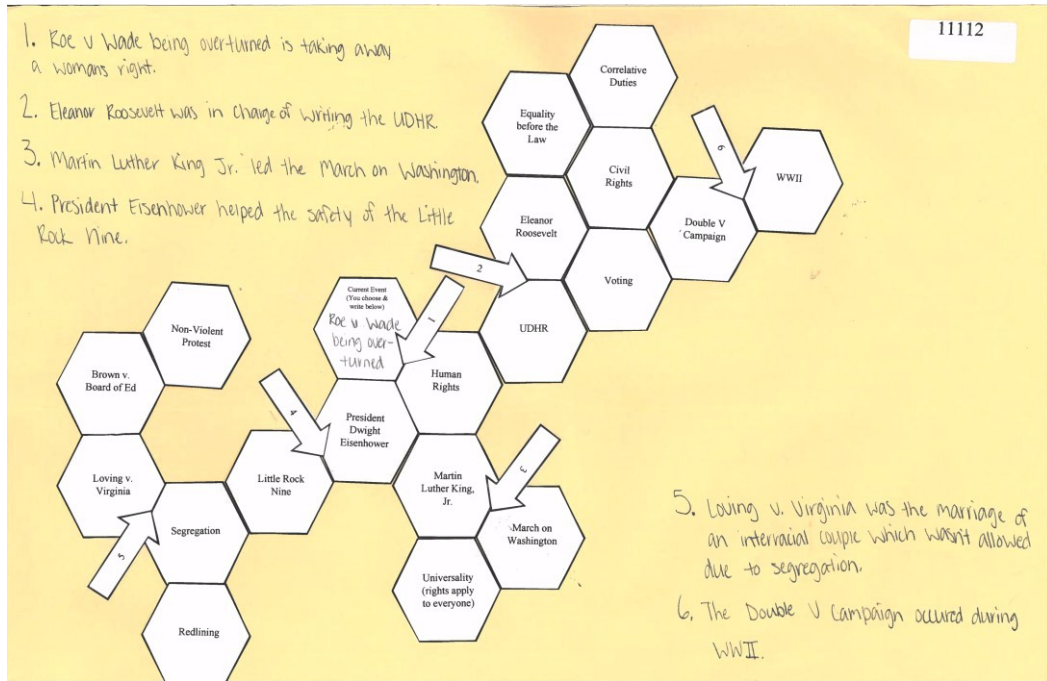
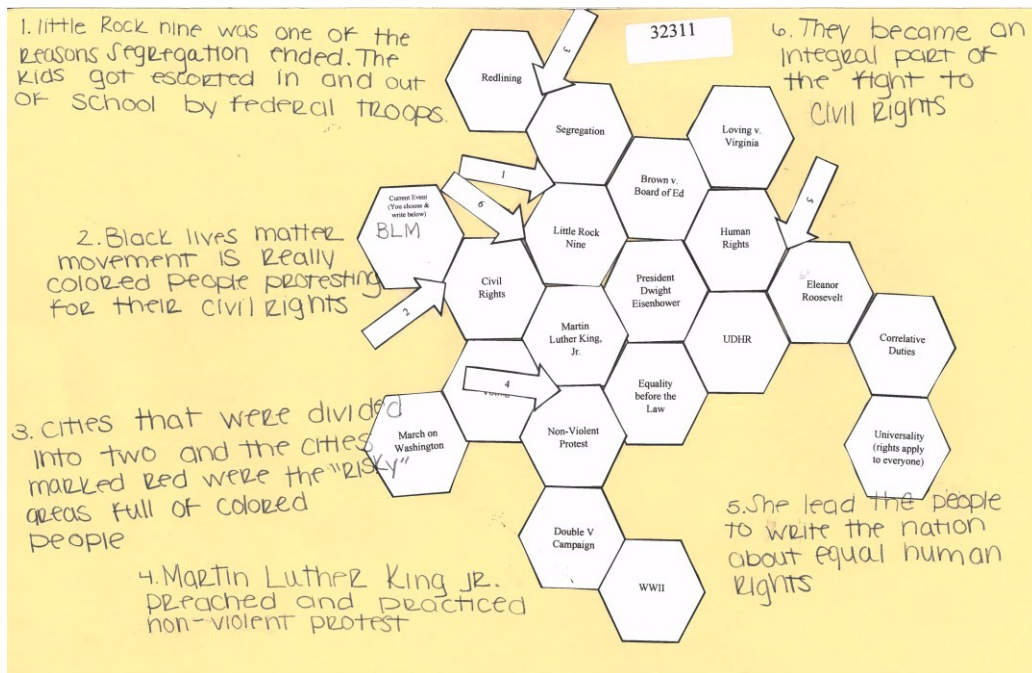


Figure 6

Hexagonal Thinking – Example 6



Chapter Five

Discussion and Conclusion

The purpose of this case study was to explore how human rights education could be implemented and integrated within the existing high school curriculum so that students could benefit from having the knowledge and skills to understand and advocate for their and other's human rights. The integration of human rights education into American public schools and specific subject areas is necessary because human rights is not taught in a systematic, consistent way in schools in the United States (Gradwell et al., 2015). Recognizing and protecting human rights are essential to maintaining a democracy because ultimately people must be responsible for their rights and government (Bobbio, 1996; Pogge, 2001). Human rights education, therefore, is also essential to democracy so that people have the knowledge and skills to claim and fight for their rights (Vincent, 1986). Consequently, the problem that formed the basis of this case study was how to incorporate human rights education into an already established curriculum and often full school day. I proposed that teaching history with a human rights lens or perspective could be an effective way to teach about human rights while also maintaining a focus on required curriculum. Barton and Levstik (2004) argued that the moral response stance in history instruction includes remembrance, condemnation, and admiration of what is right and wrong. Further, they advocated for students to engage with these ideas and questions related to moral responses to history in public schools. This connection between history instruction and exploring moral responses indicates an intersection between history and human rights education. From this connection the idea for an instructional unit that would contain the required American history content and skills but examine it through a human

rights lens was born. The instructional unit centered on the American Civil Rights Movement and included both explicit human rights instruction and examination of civil rights issues through a human rights perspective. In order to explore how students experienced this instructional unit, the focus was put on student written discourse, both independently and collaboratively produced, that helped to build understanding of how students reflected on the content, analyzed and used critical thinking, and reflected on their own learning and personal experiences. When designing the instructional unit, the teacher-researcher focused on using the Values and Awareness Model of human rights education, in which the goal is to increase the knowledge of a wide range of people about human rights and issues, as well as to help integrate a value for them in the public (Tibbitts, 2002). The instruction for history and human rights focused on four critical aspects of student learning: 1) the use of productive dialogue and attentive listening when discussing moral or ethical issues (Reardon, 2009; Snauwaert, 2019); 2) a critical pedagogy in which teachers and students are challenged to learn and create in a way that challenges beliefs and biases (Bajaj, 2011; Reardon, 2009); a climate of inquiry and transformative learning that emphasizes multiple possibilities, authentic learning, and creativity (Reardon, 2009; Meintjes, 1997; Pugh, 2011; Dewey, 1929); and 4) a recognition of the role of culture and how the cultural identities that students bring to school affect their interaction with the content and their learning (Bruner, 1990; Barton & Levstik, 2004; Gee, 2015).

The three areas that merged to form the foundation of this case study were human rights education, teaching history with a human rights lens, and discourse. These areas were explored in-depth in the literature review. No research studies combined these areas

in the same way that they were used in this study, however many key findings and connections in and among these areas informed this study and formed the framework for the following discussion and conclusion. The literature on human rights education provided insight into how students understand human rights, the ways that their experiences impact their learning, and the role of context in instruction. One important connection between human rights education and discourse was found in a study by Russell (2018), in which she discovered that through using the vocabulary and language of human rights, students could learn to use the knowledge they had learned about global human rights to better understand and make sense of their own experiences and local issues. Although much of this case study's data came from students' written discourse, the emphasis on discourse goes deeper than that. Gee (2015) argued that students have a primary Discourse and that additional Discourses must be taught and apprenticed in order for students to fully use and integrate into them. I viewed the human rights content and instruction that was part of this unit as teaching students a secondary Discourse so that they could engage in learning, thinking, and discussing human rights as they relate to history, current events, and their personal experience. Russell's (2018) lens of "vernacularization" to examine how students talked about and processed global human rights concepts in terms of their own lives and experiences is a way to approach this process. The research on teaching history through a human rights lens also formed part of the framework for this case study. Much of this research came from outside the United States, such as that on transitional justice and justice sensitive education, but was helpful in providing background for examining instruction in the United States. One U.S. study by Nygren and Johnsrud (2018) focused on teaching the civil rights movement through

the use of historical narratives that challenged students to question dominant perceptions of figures like Martin Luther King, Jr. Research from these three areas – human rights education, teaching history through a human rights lens, and discourse – was used in the process of drawing conclusions and discussing the findings from this case study that will be presented in this chapter.

The discussion of findings will be organized around this case study’s research questions, propositions, and possible rival explanations. This case focused on the contemporary phenomenon of the history and human rights instructional unit taught within the context of the community, school, and classroom. The case study was guided by the following research questions:

Within a unit of instruction about the Civil Rights movement taught through a human rights lens:

- (1) In what ways do students independently reflect on history and human rights in their written discourse?
- (2) In what ways do students collaboratively reflect on history and human rights in their written discourse?
- (3) In what ways do students engage in analysis and critical thinking through written discourse?
- (4) In what ways do students reflect on their experiences?

The propositions for this case study focused attention on key theoretical issues and guided the collection of evidence. Each proposition aligned with a research question and included:

- (1) Students will make explicit comparisons and connections: among history concepts, among human rights concepts, and among history, human rights, and current events. (Aligned with Research Question 1)
- (2) Students will reflect on history and human rights concepts and explain their thinking and reasoning. (Aligned with Research Question 1)
- (3) Students will interact with others in pair, small group, or whole class discussion to understand and build on the ideas, statements, or opinions of others. (Aligned with Research Question 2)
- (4) Students will work with others to generate responses to questions or to come to a consensus about an issue. (Aligned with Research Question 2)
- (5) Students will examine and analyze events and topics from multiple perspectives. (Aligned with Research Question 3)
- (6) Students will analyze and evaluate historical and human rights events and topics using evidence to explain their thinking and conclusions. (Aligned with Research Question 3)
- (7) Students will recognize aspects of history and human rights in current events or their own lives. (Aligned with Research Question 4)
- (8) Students will reflect on and analyze their own learning and how it was impacted by the instructional strategies. (Aligned with Research Question 4)

Through the discussion of the findings related to each of these research questions and propositions, special attention was paid to possible rival explanations for the findings. This ensured, to the highest degree possible, that the conclusions and implications accurately reflect the case study and its findings. The key rival explanations included:

students' background knowledge and experience with the topic, students' enrollment in courses that incorporated more critical thinking and analysis, students' personal characteristics such as self-confidence, self-efficacy, and social skills, and the impact of the teachers' presentation style, classroom management, time of day, and relationship with the class.

Prior to the discussion of research questions and implications, as the teacher-researcher, I must disclose several specific contextual factors in the school during the teaching of the unit that affected the implementation of the instructional unit with the students. The attendance of students was affected by several factors, including the two most significant ones: ongoing issues related to the pandemic and weapons checks performed by the school for security purposes. Students were sometimes absent because they or a family member was ill, but also because attendance over the past two years has become more problematic with changes in school policies and schedules related to the pandemic response. In addition, at least once a week, the school would have a weapons check, which meant that all students and their belongings had to be searched and go through metal detectors. This resulted in large numbers of students missing first period and many students deciding not to come to school once they found out what was going on through social media. Although the students who were part of the case study met attendance criterion, the regularity of absent students impacted the consistency of pair and group work as well as whole-class discussion. For example, one class would often have only four to six students in attendance, and usually a different set of students each day. Larger classes were not as impacted by attendance but there were many individual instances when students could not complete an activity with the same student or group

with whom they began the activity. Another complicating factor was that this unit was taught during testing season throughout April and May. The unit was interrupted by two different three- or four-day testing windows as well as spring break. This resulted in the unit taking longer than originally anticipated and having gaps in instruction after which students would need review and refocusing. Finally, about two weeks prior to the end of the unit, a much-loved and well-known student committed suicide. This rocked the school and most of the students, especially sophomores and juniors who were most likely to have known him. The lesson on Emmett Till was scheduled for two days after this event and it was omitted from the unit because of the graphic and horrific nature of his death. In the days after the incident, many students were distracted, upset, and occasionally missed class to see a counselor or stay home. These are all real-world issues experienced by schools, teachers, and students in many locations, but they created specific challenges for the implementation of this unit. The consistency of student learning and the pacing of the unit were negatively impacted and it is important to keep this in mind.

The discussion of findings will be separated into two sections: pre-assessment data and instructional data. The pre-assessment section will be limited to addressing what was learned about students and their knowledge at the beginning of the unit. The discussion of the instructional section of the unit will be organized by the research question and proposition and correlated with the literature and research to which each aligns.

Discussion: Civil and Human Rights Pre-Assessment

In this section of the unit, students completed a pre-assessment on civil and human rights. Students were reflecting on what they knew or had experienced prior to any instruction in the unit. The data from this section will provide a starting point and give background for the data collected later in the unit. All but one of the data sources from this section aligned with Research Question 1, one source aligned with Research Question 4, and another aligned with Research Questions 1 and 3.

Research Question 1: In what ways do students independently reflect on history and human rights in their written discourse?

In question one on the Civil Rights Pre-Assessment, no students included in their definition of civil rights that they are rights ensured and protected by the government. Only half mentioned anything about freedom, equality, or making choices. These responses suggest that students may have heard about the Civil Rights movement in school or through community experiences, but they did not have a firm understanding of what they were.

Question one on the Human Rights Pre-Assessment asked students to define a human right. None of the students correctly identified all five main characteristics, however this was not unexpected since most students had not studied human rights before. Smaller groups of students mentioned one or two of the five key aspects: rights as freedoms or an example of a right, universality, humans automatically get human rights, correlative duties, and different types of human rights. This finding indicates that students did not have an understanding of human rights prior to the unit.

Questions two, four, five, eight, and nine on the Human Rights Pre-Assessment were follow-up questions to the human right definition question. They specifically asked about the five key aspects and gave students some information to consider as they thought about the question. For example, question two addressed how people get human rights and half of the students said that they should automatically have them. Question four asked whether all people should have human rights and three quarters of them replied yes. In question five, students indicated that they either believe everyone should have the same rights or that there are reasons that they do not, such as culture or group distinctions, differences in nations, and distinctions based on people's actions. When asked about duties in question eight, all but one student replied that they did not know or they gave an explanation of a duty that had nothing to do with human rights. In question nine, no students could explain the difference between old and new rights or explain any differences between types of rights. This set of questions suggests that students could think about and reflect on questions using past experiences, but that in many areas, this past knowledge was not adequate to help students understand human rights.

Question 6, a-d on the Human Rights Pre-Assessment asked students about the Universal Declaration of Human Rights, who wrote it, and its purpose. This was the first question that involved a connection between history and human rights. Almost all of the students did not answer any part of this question correctly. This suggested that students had not studied or even heard of the UDHR prior to the unit.

In question 10 on the Human Rights Pre-Assessment, students were asked to reflect on whether they believed individuals like themselves had a role to play in human rights. Slightly more than half of the students replied that individuals should have a role

in human rights. Their explanations reflected some strong beliefs and clear ideas about this question, ranging from respecting other's beliefs to taking action to correct injustices. These students' strong reactions suggested that they have a sense of the importance of human rights and may also have strong opinions about the historical and human rights content of this unit.

Research Question 3: In what ways do students engage in analysis and critical thinking through written discourse?

Question 12 on the Human Rights Pre-Assessment asked students to make a judgement about whether human rights are an issue of the past, present, future, or a combination and then explain their opinion. The majority of students viewed human rights as an issue of the past, present, and future and gave compelling reasons related to discrimination and a lack of equality and fairness. This data supports the idea that students will connect their knowledge and attitudes toward human rights with their personal experiences and local conditions.

Research Question 4: In what ways do students reflect on their experiences?

In question 3c on the Civil Rights Pre-Assessment, students were asked to reflect on their own learning and experiences and then to describe whether writing helped them learn. The majority of students indicated that writing helps them learn, either to help them remember or process the information. This data supports the importance of written discourse, from a students' perspective, in the learning process.

Discussion: History Through a Human Rights Lens Instructional Unit

This part of the instructional unit was divided into four sections. The discussion will be organized by research question first with a description of how each research

question correlated with the literature from chapter two and case study propositions from chapter four. Then the major findings from the case study, organized by unit section under each research question, will be discussed.

Research Question 1: In what ways do students independently reflect on history and human rights in their written discourse?

Discourses, as Gee (2015) conceptualizes them, are made up of language, symbolic expression, and ways of thinking, feeling, believing, valuing, and acting that allow people to be accepted or participate in a specific group. Examples of Discourses that students encounter include those of home, school, different subject-area classrooms, and, in the case of this study, a particular topic like human rights. Sfard (2015) argues that disciplines are, at their core, discourses within which students must learn to communicate. Helping students to learn discourses, or disciplines, requires a variety of approaches and tools, including apprenticeship, scaffolding, modeling, and developing meta-knowledge (Gee, 2015; Sfard, 2015). When students learn a new Discourse, it can be powerful because they then have access to groups and places that could very well hold some level of power (Gee, 2015). In addition to providing access to a particular discipline or Discourse, the language and discourse of human rights are powerful in that they have the potential to help create in people the knowledge, skills, and attitudes necessary for positive change (Barton, 2020). In order for this change to be realized, human rights education that encourages students to engage with human rights concepts at the global and political level as well as to consider individual and local experiences must be provided (Barton, 2015). Engel et al. (2016) argue that when combining history and human rights education, it is critical to view history through two approaches: being able

to tell history and being able to deconstruct and understand history as it is told by others. Although there are certain historical topics that lend themselves to integration with human rights education, such as the Holocaust, Engel et al. (2016) assert that focusing on the more complex and interwoven relationship between history and human rights would be more meaningful. This relationship between human rights and history was further developed by Nygren and Johnsrud (2018) who used the concepts of the historical and practical past to describe one possible connection. The historical past focuses on understanding the past as an historian would while the practical past emphasizes engaging with the past as it relates to daily decisions and current social context (Nygren & Johnsrud). If human rights issues of the past are contextualized as the practical past, they can logically be connected to the historical past through a common event or time period. This is the type of connection that students were encouraged to make, in a less complex manner, in activities in this unit. Transitional justice is another way to view the connection between history and human rights (Cole, 2007). It focuses on helping societies with a history of human rights abuses to actively deal with raising awareness of human rights and teaching about the history of the human rights violations. Sfard (2015) argues that the thinking and self-dialogue that happens within a person's mind is as important as dialogue with others. Therefore, students' written expression of their thoughts and ideas are types of discourse. Two theoretical propositions were examined with this research question: 1) Students will make explicit comparisons and connections: among history concepts, among human rights concepts, and among history, human rights, and current events. 2) Students will reflect on history and human rights concepts and explain their thinking and reasoning.

Research Question 1: Unit Section 2: Introduction to Human Rights and the UDHR.

Two data sources align with Research Question 1 from this section: Double V Comparing Rights and Eleanor Roosevelt Peace Quote. In the paragraphs that students wrote comparing the rights they had written down during a previous activity with the rights for which African Americans were fighting, over half identified a difference while almost all identified a similarity. Student explanations included specific examples of how rights they considered important to themselves and their lives were either similar to or different from those in the Double V campaign. Students again gave specific explanations for their choices to either agree or disagree with Eleanor Roosevelt's quote about the link between human rights and peace. Over 90% of students adequately explained their position while half gave a real-world example. The data indicate that students reflected on history and human rights in this unit by making relevant connections, explaining their opinions, and citing current examples.

Research Question 1: Unit Section 3: Civil Rights Movement and Human Rights.

All three data sources in this section aligned with Research Question 1. In the Duty Preview Question, students responded independently to a question prior to the lesson about what responsibility people have to ensure the rights of others. This required them to reflect on what they had learned about human rights and the history of the human rights movement. Over half of the students noted that government had the main responsibility for ensuring human rights. However, three quarters of the students mentioned that people had at least some responsibility to ensure the rights of others. About a third of students indicated some shared responsibility between people and government. A small number of students, 10%, mentioned that the government creates or makes human rights; this is a notable

misconception. After the lesson on the Little Rock Nine, students were asked to independently evaluate President Eisenhower's response to the crisis. The majority of students said that he did just enough or what was appropriate. Three quarters of the students adequately explained and justified their responses. After the next lesson on the March on Washington, students were asked to consider human rights from the perspective of people for whom rights are not protected. Students responded independently and the majority stated that they believed people would expect something from the government and from people who generally have the assurance of human rights, including support, help, respect, equality, and for others to stand up or fight for their rights. The responses to these questions illustrate how students independently reflected and responded to questions about duties and responsibilities. The range of reasons given by students and the lack of specificity on how to help others gain human rights, combined with the complexity of the concept in general, suggest that this may be an area that needs more instructional attention and more research.

Research Question 1: Unit Section 4: Focusing on the Human Rights of the Civil

Rights Movement. All data sources from section four aligned with Research Question 1.

The first two sources came from the lesson on categorizing human rights into old and new rights while the last two were reflection questions related to specific instructional activities or strategies. Most students, 84%, argued that the rights for which African Americans were fighting in the Civil Rights Movement were a combination of old and new rights, while the remaining students argued for one of the other. This question required students to reflect on what they had learned about both the history of the movement and different types of human rights. About two thirds of student explanations

did not give adequate evidence or reasoning to support their response. Students were more successful in the next question when they were asked to identify and describe which right they believed was the most important today in America. Three quarters of students who responded gave an adequate explanation for their response. Compared to the previous question, this suggests that when students have the opportunity to use elements of their primary Discourse, considering what they believe about America today from their experience, they are more successful in explaining their thoughts and opinions.

The last two questions in this section involved students explaining their reflection and opinions of the Graffiti Board strategy and the use of the Head, Heart, and Conscience chart. These questions gave students the opportunity to bridge their primary Discourse, since they were describing how they experienced a classroom activity, with that of the school and classroom, specifically history and human rights instruction. The students did not have any problems explaining their thoughts and opinions. These questions had a strong alignment with Research Question 4 and will be discussed in more detail in that section.

Research Question 1: Unit Section 5: Making Connections: History, Human Rights, and Current Events. The hexagonal thinking culminating activity focused on having students demonstrate the knowledge and connections they could make among topics from the unit, but also provided an opportunity for students to build on the instructional unit by exploring the topics all in one activity. Students used written discourse to explain some of the connections they made on their project. However, the stronger alignments are with Research Questions 3 and 4; the findings from this activity will be described in more detail in those sections.

Research Question 2: In what ways do students collaboratively reflect on history and human rights in their written discourse?

When students can experience democracy in everyday activities, especially in school, they are more likely to develop positive attitudes towards human rights (Torney-Purta et al., 2008; Lucke, 2016). In order for this to happen, students need to be able to express opinions freely and believe they can make productive contributions and have a voice in school (Torney-Purta et al., 2008). Cole (2007) argues that teaching to raise awareness of human rights and human rights abuses involves incorporating a discourse of politics, listening, and argument. This means that discourse should be viewed as an instructional strategy. Davies (2017) argues further that democracy depends on students experiencing deliberation, debate, and dialogue in the history classroom. Gee (2015) argues for two ways to approach this in the classroom: by allowing students the opportunity to practice the Discourse, often by making connections to the world outside of the classroom, and by building meta-knowledge so that students can use parts of the Discourse and understand how Discourses interact. Discussion is a key aspect of developing a Discourse, described by Hess (2009) as a dialogue among people in which information is shared while balancing the goals of valuing students voice and sense of community with embracing controversy and disagreement. Although different terms are often used for types of discussion, Wilen (2003) describes two types of reflective discussion that are often employed in history classrooms: the seminar model focuses the discussion on a text or evidence explored prior to the discussion while the deliberation model prioritizes coming to a consensus or decision about an issue, either classroom- or authentically-based. The deliberation model, in particular, is an apprenticeship in a real-world type of discourse.

Two theoretical propositions were examined with this research question: 3) Students will interact with others in pair, small group, or whole class discussion to understand and build on the ideas, statements, or opinions of others. 4) Students will work with others to generate responses to questions or to come to a consensus about an issue.

Research Question 2: Unit Section 2: Introduction to Human Rights and the UDHR.

Five data sources from this section correlated with Research Question 2: Working Definition, Comparing Rights' Definitions, Prioritizing Human Rights, Are Human Rights Universally Respected, and Power and Limitations of the UDHR. In the Working Definition activity, students collaborated with a partner to create a working definition of a right using their responses from a series of whole-class questions. Half of the 80% of students who responded to this activity stated that a right was an entitlement, ability, or freedom while the other half used words like privilege, allowed, or citizen. While these are simplistic ways to describe a right, students did collaborate and write down their definition. This was the first part of the activity and the Comparing Rights' Definitions followed, in which students compared their definitions to the United Nations formal definition. Students worked with a partner to discuss, evaluate, and explain the similarities and differences between the two definitions. The most common response to this question, from 60% of students, was that there were differences between the students' and United Nations' definitions: that the UN had a more specific definition that emphasized the importance of rights.

In the Prioritizing Human Rights activity, students ranked with a partner a list of human rights based on which ones they thought were most important. This list was based on a study by Barton (2015). All students completed the activity and explained the

reasons for their choices. In the Are Human Rights Universally Respected activity, students worked together to decide whether the rights they had prioritized were universally protected. Most students responded to this question with 71% arguing that human rights are not universally respected. The students who responded explained their opinions, indicating that they had discussed the reasoning for their choice with their partner. The final question of this activity was about the Power and Limitations of the UDHR. Students were instructed to work with their group to reflect on what they had learned about the UDHR. The majority of students, 65%, identified both a power and limitation of the UDHR, while 29% only identified a power or positive aspect. This suggested that students engaged with their group to make a judgement and rationale for their decision.

Research Question 3: In what ways do students engage in analysis and critical thinking through written discourse?

Barton (2015) argued that students bring preconceived notions about human rights to school based on their previous experience. In order to counter this, teachers should design instruction that encourages students to apply human rights ideas in settings that differ from those with which they are already familiar (Barton, 2015, Osler, 2015). The concept of countersocialization, in which students are challenged to think independently and critically examine what they already know or have learned, can aid the process of expanding students' perceptions of human rights (Gaudelli and Fernekes, 2004). In Nygren and Johnsrud's (2018) discussion of the historical and practical past, critical thinking plays a key role as students use inquiry to engage with current issues while considering events of the past. Cole (2007) makes a similar argument that history

methodology should allow for disagreements about the interpretations of the past and how to move forward. Hess (2002) makes the case for including discussions of controversial political issues in social studies classes; in the case of this study, the focus would be on history courses. Discussion is both a tool for instruction and the desired outcome of discussion (Hess, 2002). Through discussion students learn critical thinking skills, content, and how to interact with others. In times of polarization, this is even more important and challenging; engaging students in constructive deliberation of meaningful and authentic topics can develop skills of democratic citizenship (McAvoy & Hess, 2013). Two theoretical propositions were examined with this research question: 5) Students will examine and analyze events and topics from multiple perspectives. 6) Students will analyze and evaluate historical and human rights events and topics using evidence to explain their thinking and conclusions.

Research Question 3: Unit Section 2: Introduction to Human Rights and the UDHR.

All of the data sources in section 2 aligned with Research Question 3; this is largely because this section emphasized the basic concepts of human rights, the creation of the UDHR, and the connections between human rights and students' experiences and beliefs. In the Double V Comparing Rights activity, in addition to reflecting on human rights and history, students also made connections between their rights and those from the Double V Campaign. Notable in this activity was that 41% of the students either included themselves as part of a group, usually African Americans or women, by using the word "we" or otherwise making a personal connection to a group. This indicated students' willingness to think about how the past impacts the present, but also raises concerns about students' ability to view the past from a critical perspective.

In the Eleanor Roosevelt Peace Quote activity, students engaged in critical thinking by taking a stance on the connection between human rights and peace. Following the writing activity, the teacher led a brief discussion about student responses. The topics brought up by students indicated that students were questioning ideas that they had previously held, like the student who asked if human rights were “real,” or engaging with new ideas, like the class who wanted to know more about Palestine after the exchange student brought it up.

In the Working Definition and Comparing Rights’ Definitions activities, students worked to create a definition of a right and then evaluate their definition in terms of the UN definition. This collaboration, whether or not the initial definition was correct, engaged students in critical thinking about a human rights concept and historical event with which most had not engaged before, based on the pre-assessment results.

The Prioritizing Human Rights activity required students to work together to rank a list of human rights (Barton, 2015). One interesting finding from this activity was in the rights that students chose as the most important. When looking at the rights that were most likely to be placed in the top four, they all appeared to have personal relevance to the students: discrimination, freedom of beliefs, fair trial, and adequate living standard. The rights that made up the end of the list related to marriage, work, torture, and voting. These are rights that are not directly relevant to students at this age. This would be an interesting topic to explore further but was not done in this study. A question that followed this part of the activity asked if students believed that rights were universally respected. More than two thirds of students stated that human rights were not universally respected, citing reasons related to government, discrimination, economic inequality, and

variations between countries. The rest of the students stated that the rights were universally respected, often citing a specific right that people have such as having the right to defend themselves in court. These responses indicate critical thinking in that students were thinking about current issues in terms of human rights and the UDHR.

In the final question related to this activity, students addressed the power, limitations, and potential of the UDHR. Considering this question required critical thinking because students had to think about human rights and how they are addressed through the UDHR, which is a global setting with which students were not familiar. Most student descriptions of the potential and limitations of the UDHR were accurate based on the history of human rights. Students demonstrated an understanding of the UDHR which they had not had prior to the unit, as discussed in the pre-assessment section.

Research Question 3: Unit Section 3: Civil Rights Movement and Human Rights. All three of the data sources from this section aligned with Research Question 3. This section focused on examining events from the Civil Rights Movement by thinking about them in terms of human rights, specifically the idea of correlative duties associated with rights. Linking the historical past, the Civil Rights Movement, with the practical past, using events from the past to inform the present and future, made critical thinking a key aspect of Section 3. In the Duty Process Question, students grappled with whose responsibility it was to ensure human rights. Their arguments were complex with responses indicating a mixture of government, all people, people and government together, and people having limited responsibility. Students seemed to struggle with the idea of whether people “had to” or “should” work to ensure others’ human rights. When evaluating President Eisenhower’s response to the Little Rock crisis, students were more unified in their

argument that he did the right thing. This suggests that students may be more willing to assign responsibility to government or leaders to ensure human rights. In the Perspective and Duty Process Question, students were asked to look at human rights protections from the perspective of someone whose rights are not protected. This requires critical thinking because it asked students to imagine a setting in which people are systematically denied human rights. Student responses to this question seemed to indicate that in someone else's position, they would expect help from government/people in power or from people whose rights are guaranteed. They gave a variety of reasons for this view, including countries should help others who are at war, people want equality, respect, and kindness, and people should realize that they sometimes take their rights for granted. Overall, looking at the topic from a different perspective suggested that students viewed the issue differently and were more willing to advocate for helping or fulfilling duties to others.

Research Question 3: Unit Section 4: Focusing on the Human Rights of the Civil

Rights Movement. Two of the data sources from this section aligned with Research Question 3: Civil Rights: Old or New Process Question and Most Important Right Today. In viewing the history of the Civil Rights Movement through the concept of old or new rights, students were required to engage with the overarching topic of types of rights while thinking about events of the past. Critical thinking was necessary to make the decision about whether civil rights were old, new, or both and then justify it. About two thirds of students were not successful in providing an adequate explanation for their response, which was more important than which type of rights they chose. The other third of students did provide explanations backed up by examples or evidence. A common theme in the explanations that did not meet expectations was a general misunderstanding

about what old and new rights actually were; for example, claiming that they had something to do with time or the difference between having and not having rights. This finding suggests that more instruction is needed on this concept in order for students to be able to successfully engage with it. It is also possible that the concept was simply more difficult than some of the others and students had very little prior experience from which to draw. The next question that students had to answer required them to identify and explain what they believe to be the most important right in America today. This challenged students to look at the human rights studied in this unit, including those from the Civil Rights Movement, in a new way. They had to consider which was the most important using some of their new knowledge to make their decision and view rights in a more critical way. This question also aligned with Research Question 5 and will be discussed in that section in more detail.

Research Question 3: Unit Section 5: Making Connections: History, Human Rights, and Current Events. Section five consisted of the Hexagonal Thinking culminating activity and required students to make connections between history, human rights, and current events. All of these connections demonstrated critical thinking because students had to examine what they had learned about history and human rights, and independently make judgements about whether and how topics were related. Students examined previously held knowledge and beliefs, and then determined how they related to each other and to current events which were often derived from students' lives and experiences. Throughout this unit and in this project, students were encouraged to question and examine their knowledge and beliefs, in a similar way to countersocialization, in order to build critical thinking skills. This activity also

emphasized the concepts of the historical and practical past, requiring students to analyze human rights issues of the past and present and connect them with historical events and issues. Basic connections were simply made by connecting the edges of the hexagons; most students were able to make the three types of connections: history and human rights – 100%, human rights and current events – 81%, and history and current events – 84%. In-depth connections were only made for a small number of connections as students chose basic connections that they wanted to explain or describe in a brief manner. This indicated whether students really understood the relationships between the concepts or topics. Students' ability to explain a connection varied based on the type of connection. For history and human rights, 94% of students were able to explain a relevant connection. Only 44% of students adequately explained a connection between human rights and a current event and even fewer, 9%, successfully explained a connection between history and current events. The reason for this difference is unclear. It is possible that the instructions did not clearly indicate that all of these connection types were required. These results could also indicate that those types of connections, between current events and history or human rights, were the more difficult or complex ones to explain. Students may also simply need more explicit instruction about how to describe the connections or more of a knowledge and skill base to be able to accomplish this task.

Research Question 4: In what ways do students reflect on their experiences?

Russell (2018) used the lens of vernacularization, in which the discourse of global human rights is used to describe and interpret the local context, to examine how students engage with human rights. By having students use human rights language this way, they are more likely to discuss their personal rights and related issues from their everyday

experience (Russell, 2018). This combination of formal instruction in human rights concepts and making connections to students' personal experiences helps them to build meta-knowledge of Discourses and their own learning (Gee, 2015). Students who struggle with a Discourse may remain silent in classroom interactions, believing that knowledge is a pre-condition for participation (Clarke, 2015). Countering this belief by providing opportunities for students to reflect on their learning and participation and build meta-knowledge could help them to realize they have the right to be speak and be heard (Clarke, 2015). Participating in discourse, whether written or verbal, has the potential to create emotional reactions. When approaching discussions that have this potential, Garrett et al. (2020) suggest developing awareness and preparing in advance for the ways topics may be perceived by teaching the value of discussion, engaging in explicit instruction about how emotions can be part of discussion, and giving students time to explore evidence and sources prior to discussion. Two propositions were examined with this research question: 7) Students will recognize aspects of history and human rights in current events or their own lives. 8) Students will reflect on and analyze their own learning and how it was impacted by the instructional strategies.

Research Question 4: Unit Section 2: Introduction to Human Rights and the UDHR.

One data source from this section aligned with Research Question 4. In the Power and Limitations of the UDHR, students were asked to evaluate the value of a document like the UDHR since it cannot be legally enforced. This required students to reflect on their personal experiences and beliefs in order to make a judgement about whether they believe the document has value. In supporting their arguments that there is value in the UDHR, students expressed ideas such as: the UDHR gives people hope, nothing is

impossible, equality, and people coming together. These responses reflect students' personal beliefs and how they use those to make judgements. This connection between personal beliefs and the potential of human rights deserves more detailed attention that this study did not completely explore.

Research Question 4: Unit Section 4: Focusing on the Human Rights of the Civil Rights Movement. Three of the data sources from this section aligned with Research Question 4: Most Important Right Today, Graffiti Board Question, and Housing Discrimination Process Question. When answering the question about what they felt was the most important right today, students had to reflect on their personal experience in order to make a choice. The top two choices of most important right included the right to speech or to voice your opinion with 28% of students choosing this right and equality before the law (being treated fairly by the justice system) with 32% of students choosing this right. The other rights chosen included the right to religious beliefs, to vote, to an education, and to not be held in slavery. These rights made up 40% of responses but each one only had one or two students choose it. The data suggest that students were most concerned about being able to voice opinions and not being mistreated by the law. It seems fair, based on students' comments and discussions, to argue that these reasons are informed by students' personal experiences or observations and are the rights that students view as most affecting their everyday lives and those in their community.

The other two data sources involved students being asked to describe and analyze their experiences with two instructional activities. These questions were designed to allow students the chance to build meta-knowledge about their own learning and practice using the Discourse of the classroom to describe their personal experiences. The first

question asked students to explain whether they thought the Graffiti Board strategy was an effective way for them to think and communicate about the topic of interracial marriage. Of the 18 students who responded, all but one stated that this activity was effective for them. Some of the reasons given included that it allowed them to be anonymous and not scared to write their opinions, that they could voice their opinion in a different way, that they could see what everyone else thought and their perspectives, and that it gave them ideas and things to think about. These are insightful observations for students to make about how they learn and communicate, and are also helpful for the teacher in knowing what instructional strategies will help students the most.

The other instructional strategy on which students were asked to reflect was the Head, Heart, and Conscience chart used with the housing discrimination lesson. This lesson encouraged students to think about primary sources by focusing on three aspects: what they can learn from the source itself, how the source makes them feel or how it may have made others feel, and what questions the source generates about fairness, justice, and right or wrong. Students were very specific in their reflection on this strategy. They not only reflected on the lesson as a whole, but specifically described how it did or did not help them. Of the students who said the chart or overall lesson was helpful, common responses included that the chart helped them to separate their thoughts and feelings, to think more deeply about the sources, and to think about how people must have felt at the time in history. Even the students who focused on the primary sources and how they, rather than the chart, helped them understand housing discrimination were able to describe the parts of the activity that were most impactful for them. These responses support the value of having students reflect on their learning, especially of concepts in

history and human rights, in order for students to build meta-cognitive skills and for teachers to better design instructional strategies.

Research Question 4: Unit Section 5: Making Connections: History, Human Rights, and Current Events. In section five, one data source aligned with Research Question 4 – the hexagonal thinking culminating activity. For this activity, students had to generate their own current event to add to the list of topics in the hexagon project. This was designed to give students the opportunity to include a topic of their choice that they found important or interesting, and possibly was discussed at some point in the unit. By having students do this, they were making connections between something they consider personally relevant and historical and human rights topics. Over 80% of students were able to make basic connections between current events and history or human rights. The in-depth connections were not as prevalent, but the connections students did make were meaningful. For example, one student explained the connection between the leaked Roe v. Wade Supreme Court decision and the human right of equality before the law. A goal of future instruction on history and human rights could be to encourage the articulation of more connections between current events and history or human rights.

Summary of Implications by Research Question and Proposition

The theoretical propositions for this case study directed attention to specific areas that were investigated and provided direction for the types of evidence that was examined. This section contains a brief summary of the evidence associated with each proposition and implications for practice, theory, and future research based on this case study of an instructional unit.

Research Question 1: Propositions 1 and 2

Theoretical proposition one was that, through the instructional unit, students would make explicit comparisons and connections: among history concepts, among human rights concepts, and among history, human rights, and current events. Theoretical proposition two was that, through the instructional unit, students would reflect on history and human rights concepts and explain their thinking and reasoning. Following are the key findings related to these propositions:

- The student responses to the Double V Comparing Rights and Eleanor Roosevelt Peace Quote suggested that students were able to make the connections that were part of the unit activities and that they were successful in explaining their thinking and reasoning for their opinions.
- In the lessons including the Duty Preview Question, Evaluating Eisenhower's Actions, and Perspective and Duty Process Question, students struggled with consistently answering the questions. This indicated that the concept of correlative duties may require more or a different type of instruction and benefit from additional research.
- In the lessons that involved the Civil Rights: Old or New Process Question and the Most Important Right Today, the evidence was mixed. Students struggled with the old or new question but were more successful with choosing and writing about an important right. This indicated that students may have found making the connection between old and new rights and the history of the Civil Rights Movement to be too difficult or that they did not have enough instruction to build

understanding. They were possibly more successful with the most important right because they could relate that to their personal experience and current events.

- When asked about how they experienced a lesson after the Graffiti Board and Head, Heart, and Conscience activities, students seemed to have no problem responding. This suggested that they are willing to reflect on and are successful at communicating about their learning. This is a strategy that could be utilized more in future versions of this instructional unit.
- In the Hexagonal Thinking culminating activity, students were successful at making basic connections but struggled more with in-depth connections that they had to explain. This suggested that students may simply need more instruction, that the limitations of the study came into play, or that they need more explicit instructions.

Research Question 2: Propositions 3 and 4

Theoretical proposition three was that, through the instructional unit, students would interact with others in pair, small group, or whole class discussion to understand and build on the ideas, statements, or opinions of others. Theoretical proposition four was that, through the instructional unit, students would work with others to generate responses to questions or to come to a consensus about an issue. Following are the key findings related to these propositions:

- In the lessons including the Working Definition and Comparing Rights' Definitions data, students demonstrated that they could work and talk with a partner to clarify their ideas and use their opinions to generate a definition and

compare it with another. This suggested that the unit did provide opportunities for students to do this.

- In the lessons including the Prioritizing Human Rights, Are Human Rights Universally Respected, and Power and Limitations of the UDHR data sources, students collaborated to come to a consensus on the top four rights, discussed them, and then answered questions about them. This indicated that students were able to engage in these processes, regardless of specific right or wrong answers, through this section of the instructional unit.

Research Question 3: Propositions 5 and 6

Theoretical proposition five was that, through the instructional unit, students would examine and analyze events and topics from multiple perspectives. Theoretical proposition six was that, through the instructional unit, students would analyze and evaluate historical and human rights events and topics using evidence to explain their thinking and conclusions. Following are the key findings related to these propositions:

- In the Double V Comparing Rights activity, students analyzed the rights for which African Americans were fighting through the lens of human rights. Many students included themselves in the group they were describing in their responses. This suggested that students were making connections between their personal experiences and history. More research is necessary to understand and build on this process while encouraging the critical examination of the past.
- The Eleanor Roosevelt Peace Quote, Working Definition, and Comparing Rights' Definitions activities that focused on human rights demonstrated that students were engaging with new ideas and evaluating those ideas based on new

information. This suggested that the instructional unit allowed students the opportunity to analyze human rights concepts.

- In the Prioritizing Human Rights, Are Human Rights Universally Respected, and Power and Limitations of the UDHR activities, students analyzed a list of human rights and then explained their thinking about human rights concepts such as universality. Students' prioritization of human rights included interesting results that deserve further research – the rights they chose as most important were clearly those related to their current, as opposed to future, experiences. Students also connected the UDHR to their personal values when they described the power, limitations, and potential of the document. Further research could help to clarify the role that students' personal values play in how they develop understanding of human rights.
- In the Duty Process Question, Evaluating Eisenhower's Actions, and Perspective and Duty Process Question, students used critical thinking to evaluate the concept or idea of correlative duties in terms of their own experiences, those of Eisenhower and the Little Rock Nine, and the multiple perspectives of the March on Washington lesson. Students grappled with these questions, suggesting that this was a difficult concept for them. They were more willing to assign duties to government or leaders in historical situations. When looking at duties from the perspective of people for whom rights are not respected, they were more willing to explore the possibility of individual responsibilities. These findings indicate that more research is necessary on this topic to understand how to best engage students with these concepts.

- In the Civil Rights: Old or New Process Question, students overall did not successfully explain their reasoning. This suggests that they did not have a full grasp of the types or categories of human rights, requiring more instruction. Students were more successful at deciding on and explaining their response to a Most Important Right Today, indicating that questions related to students' personal experience may generally be more easily answered by students.
- In the Hexagonal Thinking activity, students explained in-depth connections between history, human rights, and current event topics. Most students successfully explained connections between history and human rights. Students struggled with explaining connections between human rights or history and a current event. This suggested that students may need more instruction or that this unit was not sufficient to allow students to complete this task.

Research Question 4: Propositions 7 and 8

Theoretical proposition seven was that, through the instructional unit, students would recognize aspects of history and human rights in current events or their own lives. Theoretical proposition eight was that, through the instructional unit, students would reflect on and analyze their own learning and how it was impacted by the instructional strategies. Following are the key findings related to these propositions:

- When responding to the Power and Limitations of the UDHR question, students reflected on their personal values when thinking about whether there is value in the UDHR since it cannot be legally enforced. The connection between students' personal beliefs and their perceptions of the potential of human rights was not completely explored in this study and deserves more attention.

- The Most Important Right Today question required students to reflect on their personal experiences and choose a right that they believed was most important. Their responses suggested that they were most concerned about the right to speech and equality before the law. Further research could examine whether this is because these two rights are more relevant to students' everyday lives and experiences than the others.
- In the Graffiti Board and Head, Heart, and Conscience questions, students reflected on their learning through those instructional activities. They reflected and articulated their experiences clearly, suggesting that this is useful for both students building meta-cognitive skills and teachers considering how best to design instructional activities.
- In the Hexagonal Thinking activity, students were instructed to choose a current event that they found important or interesting and then to connect it to either history or human rights. While some students made meaningful connections, indicating that they could use current events to help understand human rights or history, many students struggled with this. This could be explored in future research.

Educator Reflection on Connections among History, Human Rights, and Discourse

This case study began with an interest in teaching human rights and a curiosity about how that could be done through the American history courses that I teach. I had also developed an interest in discourse in the classroom, including discussions of controversial topics and the development of the students' secondary discourses in school. The three areas of history, human rights, and discourse formed the framework for the

development of the instructional unit and the research into its implementation, including students' interactions with it. Reflecting on this process as an educator and researcher has allowed me to clarify the relationships between theory, research, and practice within the framework created by the intersection of history, human rights, and discourse.

Human Rights as a Discourse

One discovery I made through this case study was the connection between human rights discourse and teaching with a focus on discourse in the classroom. Russell (2018) and Barton (2020) described human rights discourse as a mechanism and powerful tool to help students and others to understand and realize the transformative nature of human rights education. The question that needed to be addressed was how to approach that in practice in the classroom. Gee (2015) described a framework for understanding Discourse as a specialized form of communication done within a social context. In this case of teaching history with a human rights lens, I viewed human rights language and discussion as a secondary discourse in which students needed to be apprenticed and then given opportunities to practice. This practical application combining Gee's conceptualization of discourse with human rights language as one of the specialized forms of classroom discourse formed one of the key connections in this case study. I believe that this connection provides a useful framework for educators who aim to teach about human rights within any context.

The Importance of Personal Connections

Through teaching and reflecting on this instructional unit on civil rights through a human rights lens, I also learned about the ways my students and I made connections

between history and human rights. Barton (2020) and Torney-Purta et al. (2008) explained that students' learning about human rights is directly related to the instructional context and their previous knowledge and experience. When teaching about human rights through a history unit, students made the expected connections of historical events and people with human rights abuses or attempts to gain them. However, they also made personal connections with human rights issues that they had either experienced or witnessed. These were some of the most powerful conversations had in the classroom discussions. Students also identified with groups that were studied in the instructional unit, often including themselves, either explicitly or implicitly, as part of the group. These types of interactions made me realize, in a practical sense, that students need to be given opportunities in the classroom to make these connections and explore how human rights and history relate to current events and issues. As a result of this case study, I now see opportunities to do this on a much more regular basis, such as recently when teaching about Reconstruction using political cartoons. I believe that viewing the teaching of history and human rights as an opportunity to help students bridge learning in school with their real lives is invaluable. However, educators, including myself, could benefit from more experience and research into the nuance involved in implementing and nurturing this type of instruction and learning in the classroom.

Viewing Instruction from the Outside In

As the teacher and researcher in this case study, I gained insight into the connections between research and practice. As a teacher, I tend to view curriculum and instruction from the inside, focusing on how my actions impact students. I visualize this as looking from the inside out. Implementing this case study of the instructional unit

forced me to examine my curriculum and instruction from the outside looking in. Instead of directing my attention mainly to my actions, I was able to examine the ways in which the curricular unit itself provided opportunities for students to engage with the content and activities, or conversely, ways in which the unit did not facilitate the intended outcome. Since the case in this case study was the instructional unit, I developed an understanding of how to conduct this type of research. The original intent of this study was to examine a group of students as the case and see how they interacted with the unit. By shifting the focus to the instructional unit, although obviously the students were still a part of the research, the findings described and provided data on the research questions and propositions and were generalizable only to the theoretical propositions as opposed to a population. This process gave me an entirely new set of knowledge and skills in research while also fostering a new way to view and interact with curriculum and instruction.

Proof of Concept

This case study was built on the intersection of human rights education, the integration of history and human rights, and discourse. The instructional unit focused on the intersection of these three areas and how students would interact with and experience the instruction. The intent was that students would develop a beginning discursive fluency that incorporated the concepts, Discourse, and thinking skills incorporated within the unit. Two significant connections emerged from this research that provided evidence of the utility (and proof of concept) of the integration of history and human rights.

Connecting Human Rights Education with Discourse. This case study was based on the assertion that human rights Discourse was a disciplinary Discourse that

required instruction and experience to develop within an instructional setting (Gee, 2015; Sfard, 2015; Hess, 2002). Human rights as a Discourse could be approached by considering concepts from the literature such as vernacularization, contextual factors, and countersocialization (Russell, 2018; Barton, 2015; Gaudelli and Fernekes, 2004). This research demonstrated that students have the capacity to engage in this type of human rights instruction and Discourse.

Connecting Human Rights Education with the Integration of History and Human Rights. This case study sought to determine whether an instructional unit designed to teach history with a human rights perspective could provide students with opportunities to learn about both as well as to bridge the two through connections with current events. A moral stance to history instruction goes hand in hand with the concept of human rights education as a tool toward social justice (Barton & Levstik, 2004; Grant & Gibson, 2013). History and human rights instruction can be a bridge between the past and present by incorporating the concepts of the historical and practical past, multiple perspectives, and contextual factors (Nygren & Johnsrud, 2018; Lucke, et al.; Barton, 2015). This research provided a foundation on which to help students build more and stronger connections between the past, present, and human rights.

Limitations

Several limitations of this case study need to be identified and explained. First, case study research occurs in real-world contexts. Therefore, the researcher does not control many aspects of the study. For this case study, the limitations related to the real-world context, including school, classroom, teacher, student, and testing issues, were detailed earlier in this chapter. Second, because the focus of this case study was the

instructional unit, the findings are not generalizable to a larger population. However, the findings are generalizable to the theoretical propositions noted in the descriptions of each research question. Third, the students who generated the artifacts analyzed in this case study were chosen because of their placement in the courses, attendance, and assignment completion. This meant that the group of students whose assignments and artifacts were analyzed did not completely represent the entire group of students who took part in the instructional unit. Fourth, the researcher was also the classroom teacher and therefore was both a participant and an observer. The teacher planned and organized the unit, including making instructional decisions throughout the process. The possibility of bias, although consciously addressed throughout the unit, existed as a result of this relationship.

Recommendations

The first recommendation is for further research in the United States into teaching history through a human rights lens, or integrating history and human rights instruction. Very little research exists on this specific topic in the U.S. Studies addressing stand-alone human rights education in the U.S. have generated findings that could be used as a foundation for further research into how to best implement human rights education in history courses, as well as to determine how effective that implementation is. A significant amount of research has been done on integrating history and human rights instruction in other countries that could also be a valuable place to continue research into this topic.

The second recommendation is for further research into discourse as it relates to history and human rights education. Discourse is both a tool for this type of instruction and an outcome of the instruction. How students learn to talk about and have meaningful

discussions about human rights issues from the past and present will help to shape how they talk about ways to fix current and prevent future human rights abuses. The research on the discussion of controversial political topics (Hess, 2009) would form a solid foundation for further research into the conceptualization of human rights language as Discourse (Gee, 2015). More research is needed into how to build these skills in schools and classrooms.

The third recommendation is that human rights education should be a part of the curriculum in American public schools. This would likely require the United States to reassess its role in the global human rights community and how it approaches human rights within the nation. Additionally, the overall purpose of education needs to be examined to determine whether the goal is to maintain economic priorities or promote democracy. The value of human rights education can be found in its contributions to promoting social justice, peace, democracy, and critical thinking. While making room for human rights education could be challenging, it has the potential to impact students and the community both close to home and globally. The further research previously recommended cannot be readily performed until human rights education is found more regularly in schools.

The fourth recommendation addresses the challenge of implementing human rights education through existing subjects and curriculum and is two-fold. First, educational and curriculum leaders should promote the inclusion of human rights education. It can and should be woven into history instruction, whether through integration or through teaching history through a human rights lens. My hope is that this and future research will at least begin to show how this can be achieved. Second, teachers

should lead the way in teaching about, through, and for human rights when they can and through any means that they can. This will help to ensure that students leave school with the knowledge, discourse, and skills they need to understand their rights and respect, defend, and promote all people's human rights (Center for Transformative Action, 2022).

Conclusion

Human rights and human rights education are incredibly important but neglected topics in American public schools. Grant and Gibson (2013) argue that human rights and human rights education are pathways to social justice. Human rights education can help students recognize inequalities and unfairness in their communities, schools, and lives and then pave the way to improve and rectify those injustices. Without human rights education, students, and all people who attended public school, lack a specific Discourse, along with knowledge and skills, that are necessary to address human rights abuses.

There are several reasons that human rights education is missing in school. The United States has mistakenly assumed that it is immune from human rights problems and does not need to be accountable to the global community for human rights violations. The purpose of American education has evolved over the past century or more to focus on serving economic needs instead of providing a public good (Grant & Gibson, 2013). Addressing these issues is a huge undertaking that will require a shift in national attitudes and priorities.

The research presented in this case study suggests that there is a way to begin to implement human rights education on a smaller, but still meaningful, scale. This involves teaching about human rights or through a human rights lens in history course. Of course, there are other subject areas in which human rights can and should be taught. However,

much of the research reviewed in this study points to significant advantages of linking history and human rights. Chhabra (2017) argues that viewing the “history of violent conflicts through the lens of human rights fosters both historical consciousness and ‘critical human rights consciousness’” (p. 156). Schools, especially history classrooms, play a key role in human rights education because it is where the connection is made between past and present human rights abuses and ways to correct and prevent them in the future (Cole, 2007).

Student responses to the lessons and activities that were part of this case study indicated that an instructional unit in which history was taught through a human rights lens could be successful, in varying degrees, in fostering students’ understanding of both topics as well as how they intersect. There are a multitude of ways in which I will work to improve this instructional unit and to integrate human rights into other areas of my teaching, as well as to encourage other teachers to do the same. One important way to do that is to view discourse as a tool for and the object of learning about history and human rights. This will help to frame the instructional strategies and activities that will promote student understanding of both topics and how they intersect. Human rights are foundational to American democracy and equality and therefore hold a significant place in the nation’s past, present, and future. We need to implement human rights education in a way that reflects that importance and power.

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Appendix A

IRB Approval



The University of Toledo
Human Research Protection Program
Social, Behavioral and Educational IRB
Center for Creative Education – Suite 2102
3000 Arlington Avenue, Toledo, Ohio 43614
Phone: 419-383-6796 Fax: 419-383-3248
(FWA00010686)

IRB Not Human Subjects Research Determination

To: Susanna Hapgood
Curriculum and Instruction, Department of

From: Jeanette E Eckert, Ph.D.
Social, Behavioral and Educational IRB

IRB Number: 301351

Title: History Instruction with a Human Rights Perspective: Exploring the Experience and Learning of High School Students through a Case Study

Signed Monday, April 11, 2022 3:49:55 PM ET by Eckert, Jeanette Elizabeth Ph.D.

According to the information provided in your IRB Manager application your research will entail the following:

This proposed study is a case study of an instructional unit on the Civil Rights Movement with a human rights perspective. It does not include a comparison of groups or testing and evaluation of research instruments. It is not designed to be generalizable, therefore it does not meet the federal definition of research.

Based on this information, we have determined that it does not meet the definition of research or research with human subjects as defined under the portions of 45 CFR 46.102:

Your project is not a systematic investigation designed to develop or contribute to generalizable knowledge [45 CFR 46.102 (I)].

This research is not subject to further IRB review and approval at this time. If this research will deviate from that noted above, prior to implementing any changes you are required to contact the IRB to ensure review and approval is still not required.

If you have any questions feel free to contact your IRB Administrator.

You may proceed with your research at this time. Thank you for bringing your proposed project to our attention to ensure research compliance.

Appendix B
Case Study Protocol

Case Study Protocol

The Civil Rights Movement Through a Human Rights Lens

Amy Netter

Section A. Overview of the Case Study

Audience

The researcher's dissertation committee and any other readers of the final manuscript

Mission/goals

To fulfill the requirements of a doctoral program

To add to the research base and contribute to the development of the field

To provide information and data to support educational practice

Research Questions

Within a unit of instruction about the Civil Rights movement taught through a human rights lens:

- (1) In what ways do students independently reflect on history and human rights in their written discourse?
- (2) In what ways do students collaboratively reflect on history and human rights in their written discourse?
- (3) In what ways do students engage in analysis and critical thinking through written discourse?

(4) In what ways do students reflect on their experiences?

Propositions

- (1) Students will make explicit comparisons and connections: among history concepts, among human rights concepts, and among history, human rights, and current events. (Aligned with Research Question 1)
- (2) Students will reflect on history and human rights concepts and explain their thinking and reasoning. (Aligned with Research Question 1)
- (3) Students will interact with others in pair, small group, or whole class discussion to understand and build on the ideas, statements, or opinions of others. (Aligned with Research Question 2)
- (4) Students will work with others to generate responses to questions or to come to a consensus about an issue. (Aligned with Research Question 2)
- (5) Students will examine analyze events and topics from multiple perspectives. (Aligned with Research Question 3)
- (6) Students will analyze and evaluate historical and human rights events and topics using evidence to explain their thinking and conclusions. (Aligned with Research Question 3)
- (7) Students will recognize aspects of history and human rights in current events or their own lives. (Aligned with Research Question 4)
- (8) Students will reflect on and analyze their own learning and how it was impacted by the instructional strategies. (Aligned with Research Question 4)

Theoretical framework

Barton and Levstik's (2004) moral stance to history learning demonstrates an intersection of history and human rights that demands more attention be given to how and if human rights are taught in American public schools. Tibbitts (2002) Values and Awareness Model for human rights education is focused on increasing the knowledge of a wide range of people about human rights, helping to integrate a value for them in the public, and engaging learners who can think critically and be prepared to engage with future human rights issues. Integrating human rights concepts into history instruction is one way to implement this model in American schools.

Bruner (1990) states that "language is acquired not in the role of spectator but through use" (p. 70). Understanding what to say is not enough; people must know how to say it in a particular setting. Gee (2015) describes a specific type of Discourse, with a capital D, as a set of communication tools that people use to engage with others in specific settings. Bruner (1990) and Gee (2015) would argue, as well, that the classroom should be a place where students also engage in experiences and see modeling that helps them to acquire this particular type of Discourse.

Key readings

- Barton, K. C., & Levstik, L. S. (2004). *Teaching History for the Common Good*. New York: Routledge.
- Bruner, J. (1990). *Acts of Meaning*. Harvard University Press.

Gee, J.P. (2015). *Social linguistics and literacies: Ideology in discourses*.

Routledge.

Tibbitts, F.L. (2002). Understanding what we do: Emerging models for human rights education. *International Review of Education*, 48(3-4), 159-171.

Role of protocol

The case study protocol will guide the researcher and serve as the agenda for the researcher's line of inquiry. It will be referenced and used consistently throughout all phases of research. This will help to maintain the integrity of the study's results and conclusions.

Section B. Data Collection Procedures

Contact persons for fieldwork

No regular contact with people at the site will be required after initial approval by the principal and director of curriculum.

Data collection plan

Physical artifacts. The physical artifacts to be examined in this case study will be primarily student-created. These artifacts include student journal responses, printouts of electronic discussions, and collaboratively produced class or small group written discourse. These include the Graffiti Board, Big Paper Silent Conversation, Concept Definition Map, K-W-L, and other reflections and charts created as a class or small group. These artifacts are described and color-coded in the Instructional Unit Plan. To maintain

confidentiality, any student identifiers will be removed (covered up with White Out or blacked out with a Sharpie) prior to analyzing the data.

Documentation. The documentation that will be included in the data collection includes the Instructional Unit Plan, copies of the lessons from *Students of History* online resources, and *Facing History and Ourselves* online resources. The *Facing History and Ourselves* resources include both lesson plans and descriptions of specific instructional strategies that will be used in the unit.

Participant-observations. The teacher-researcher will record observations and reflections throughout the unit. These observations and reflections will be focused on classroom activities that are completed as part of the instructional unit. Specifically, they will only be done for activities that are discourse-focused. The teacher-researcher will make general observations and reflect on the implementation of the unit activities but will maintain confidentiality at all times.

Preparation prior to fieldwork

- Create student journal for use during the unit
- Organize, copy, and create any necessary lesson materials
- Create the database to store electronic documents and artifacts
- Identify student artifacts that are likely to be critical data sources
- Revisit and revise plans to label artifacts and documentation with title and dates

Section C. Protocol Questions

- (1) Describe how students make explicit connections between history and human rights concepts.
 - a. In what ways do they use human rights vocabulary to describe or analyze a historical event?
 - b. In what ways do they write about human rights in history?
- (2) Describe how students use vocabulary and language that is specific to social studies, history, or human rights.
 - a. What vocabulary and concepts do students use in their written discourse?
 - b. In what ways does that use demonstrates understanding?
- (3) Describe how students recognize aspects of history and human rights in current events or their own lives.
 - a. What is the nature of student discourse about history and human rights in current events and their own lives?
 - b. What types of examples or connections do students make?
- (4) Describe how students respond to and build on the ideas, statements, or opinions of other students in order to expand their understanding or contribute to the understanding of others.
 - a. In what ways do students respond to other students' writing?
 - b. What evidence exists of students repeating something they found interesting or with which they agreed or disagreed?

c. What evidence exists of students stating a new idea that is related to an idea from another student?

(5) Describe how students' use of historical and human rights discourse changes or expands over time and through the course of the instructional unit.

a. In what ways does the class as a whole demonstrate change and growth over the course of the unit?

b. In what ways do small groups demonstrate change and growth over the course of the unit?

c. In what ways do individual students demonstrate change and growth over the course of the unit?

(6) Describe how students make judgments and justify them using evidence from the historical or human rights content.

a. In what ways do students state an opinion or argument?

b. In what ways do students use evidence, examples, or other justification for their arguments?

(7) Students will reflect on and analyze their own learning and how it was impacted by the instructional strategies.

a. What are students' beliefs about how well they learned a concept?

b. What are some examples of students' experiences and perceptions of some of the instructional strategies used in this unit?

Section D. Tentative Outline for the Case Study Report

1. Introduction of the case study and instructional unit for the intended audience
2. Use of social studies, history, and human rights discourse in the instructional unit
3. Use of discourses to connect history and human rights to current events and their own lives
4. Collaborative discourse within the instructional unit
5. Chronology of growth and change over the course of the instructional unit
6. Critical thinking and analyzing in the context of the instructional unit
7. Student reflections and experiences through the instructional unit