

Passport to Social Studies: What Are Human Rights?

Objective

Interpret texts to understand the concept of human rights

Resources/Materials

- *Universal Human Rights* worksheet

Activity

- Read the following:
 - Human rights are the rights that all people are born with. These rights ensure that all human beings are treated equally and with dignity, no matter where in the world they were born.
 - An organization called the United Nations was established in 1945 to try to bring peace to the world after World War II. The United Nations has representatives from countries all over the world, including the United States, who agree to follow certain rules and guidelines that protect people and make the world a better place. The United Nations has done many things since it was first established, but one of the most important things was the creation of a doctrine called the Universal Declaration of Human Rights.
 - Created in 1948, the Universal Declaration of Human Rights lists 30 rights that all members of the United Nations agree that all human beings are entitled to simply because they are people, no matter who they are, where they are from, what they believe, or how old they are. These rights are meant to protect people from harm and guarantee them certain freedoms.
- Read the universal human rights on the *Universal Human Rights* worksheet. Next to each right explain it in your own words and draw a picture that shows a person exercising that right.

Extension

- Write a paragraph answering the following questions:
 - Why do you think these rights were created?
 - What do you notice about these rights? Is there anything they have in common?
 - Do you think these rights are still important today? Why or Why not?

Additional Resources

- What is a human right? Video
https://www.youtube.com/watch?time_continue=14&v=JpY9s1Agbsw&feature=emb_logo
- Youth for Human Rights: What Are Human Rights? Video
<https://www.youthforhumanrights.org/what-are-human-rights/>

Universal Human Rights

Name: _____ Date: _____

Directions: Read each human right and discuss it with someone else before you write it in your own words. You may need to read the right at least two times. Finally, draw a picture to illustrate each right.

Universal Human Right in Your Own Words	Picture
1. We Are All Born Free and Equal. We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.	
2. Don't Discriminate. These rights belong to everybody, whatever our differences.	
3. The Right to Life. We all have the right to life, and to live in freedom and safety.	
4. No Slavery. Nobody has any right to make us a slave. We cannot make anyone our slave.	

Universal Human Right in Your Own Words	Picture
<p>5. No Torture. Nobody has any right to hurt us or to torture us.</p>	
<p>6. You Have Rights No Matter Where You Go. I am a person just like you!</p>	
<p>7. We're All Equal Before the Law. The law is the same for everyone. It must treat us all fairly.</p>	
<p>8. Your Human Rights Are Protected by Law. We can all ask for the law to help us when we are not treated fairly.</p>	

Universal Human Right in Your Own Words	Picture
<p>9. No Unfair Detainment. Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.</p>	
<p>10. The Right to Trial. If we are put on trial, the trial should be held in public. The people who try us should not be influenced by anyone.</p>	
<p>11. We're Always Innocent Till Proven Guilty. Nobody should be blamed for doing something until it is proven. When people say we did a bad thing, we have the right to show it is not true.</p>	
<p>12. The Right to Privacy. Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.</p>	

Universal Human Right in Your Own Words	Picture
<p>13. Freedom to Move. We all have the right to go where we want in our own country and to travel as we wish.</p>	
<p>14. The Right to Seek a Safe Place to Live. If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.</p>	
<p>15. Right to a Nationality. We all have the right to belong to a country.</p>	
<p>16. Marriage and Family. Every grownup has the right to marry and have a family if he or she wants to. Men and women have the same rights when they are married and when they are separated.</p>	

Universal Human Right in Your Own Words	Picture
<p>17. The Right to Your Own Things. Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.</p>	
<p>18. Freedom of Thought. We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.</p>	
<p>19. Freedom of Expression. We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.</p>	
<p>20. The Right to Public Assembly. We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.</p>	

Universal Human Right in Your Own Words	Picture
<p>21. The Right to Democracy. We all have the right to take part in the government of our country. Every grownup should be allowed to choose his or her own leaders.</p>	
<p>22. Social Security. We all have the right to affordable housing, medicine, education, and childcare, enough money to live on, and medical help if we are ill or old.</p>	
<p>23. Workers' Rights. Every grownup has the right to do a job, to earn a fair wage for his or her work, and to join a trade union.</p>	
<p>24. The Right to Play. We all have the right to rest from work and relax.</p>	

Universal Human Right in Your Own Words	Picture
<p>25. Food and Shelter for All. We all have the right to a good life. Mothers and children; people who are old, unemployed, or disabled; and all people have the right to be cared for.</p>	
<p>26. The Right to Education. Education is a right. Primary school should be free. We should learn about the United Nations and how to get along with others. Our parents can choose what we learn.</p>	
<p>27. Copyright. Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science, and learning bring.</p>	
<p>28. A Fair and Free World. There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.</p>	

Universal Human Right in Your Own Words	Picture
<p>29. Responsibility. We have a duty to other people, and we should protect their rights and freedoms.</p>	
<p>30. No One Can Take Away Your Human Rights.</p>	

Passport to Social Studies: A Day in the Life

Name of Activity

Interpret documents to compare your life as a student in New York City to life as a student in Lagos Nigeria.

Resources/Materials

- *Map of Nigeria*
- *A Day in the Life: Lagos, Nigeria* handout
- *A Day in the Life: New York City, USA* handout (SW pp. 85-86)
- *Venn Diagram* template (SW pp. 87-88)

Activity

- Look at the Map of Nigeria and locate the city of Lagos
- Read information found on the Kids Connect webpage
 - Write down three facts about the city of Lagos, Nigeria
- Read pages 12-13 of *Looking at Nigeria* by Jillian Powell
 - Write a response to the following question: What school is like in Nigeria?
- Carefully look at and read the *A Day in the Life: Lagos, Nigeria* handout.
 - Write down information you have learned about the life of Harmony, a fifth grade in Lagos.
- Create a timeline of your own daily routine by completing the *A Day in the Life: New York City, USA* handout.
- Create a Venn Diagram comparing and contrasting your daily routine to Harmony's. (Use provided *Venn Diagram* template)

Extension

- Speak to your friends and compare their daily routine to yours. How is your routine the same? How is it different? Are there any similarities to your friend's routine to Harmony's?
- If you could ask Harmony questions about her day, what would you ask?

Passport to Social Studies: A Day in the Life

Additional Resources

- National Geographic Kids: <https://kids.nationalgeographic.com/explore/countries/nigeria/>
- Kids Connect: An Overview of Lagos, Nigeria <https://kidskonnect.com/places/lagos/>

Political Map of Nigeria



The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the United Nations.

A Day in the Life: Lagos, Nigeria

Harmony Nwachukwu



My name is Harmony Nwachukwu.

I am 11 years old and in the fifth grade.

I live with my family in Lagos.

From the pages of TIME FOR KIDS

Time	Description
 5:45 a.m.	Wake Up: I wake up. The first thing I do is play on the computer. Then I say morning prayers with my family. I take a bath and help my younger brother, Good News, get ready for school. We have tea and bread for breakfast.
 6:45 a.m.	Leave for School: The school bus arrives. I like taking the bus because it has air conditioning.
 7:45 a.m.	Arrive at School: I arrive at school. We have an assembly where I play the drum for the Nigerian national anthem. I also lead the Bible prayer. I like the morning assembly because it is part of worship. I love playing the drums, too.
 8:30 a.m.	Morning at School: Classes start. I like math. When you are good at math, you can become a doctor or nurse. I want to be a nurse because I want to help sick people.
 9:30 a.m.	First Class: We have English class. I don't like this class because sometimes it's boring. We write prepositions and work on our grammar. After that, we have social studies.
 11:40 a.m.	Lunch: It's time for lunch. I eat rice, egg, and plantains. Plantains look like large bananas but they are not as soft inside. You eat them cooked as a side dish.
 12:10 p.m.	Afternoon Class: Back to class for phonics. I like this English class because we are learning the sounds of words. Next, we have music class. I am learning how to play the recorder. I also get to sing.
 2:15 p.m.	End of the School Day: School is out. We have another English class after school. I like this one because all my friends are in it.
 3:30 p.m.	Arrive at Home: I arrive home. I take a bath, and then prepare food for my brother and me. More plantains!
 4:00 p.m.	At Home: I do my homework. Then I do beadwork. When I see people wearing necklaces, it brings me joy. Later, I play on the computer and change into my pajamas.

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A Day in the Life: New York City, USA

My name is _____ I am ____ years old and in the third grade.

I live with my family in _____

Time	Description
: a.m.	Wake Up:
: a.m.	Leave for School:
: a.m.	Arrive at School:
: a.m.	Morning Class:
: a.m.	Morning Class:
: a.m./p.m.	Lunch:
: p.m.	Afternoon Class:
: p.m.	End of the School Day:
: p.m.	Arrive at Home:
: p.m.	At Home:

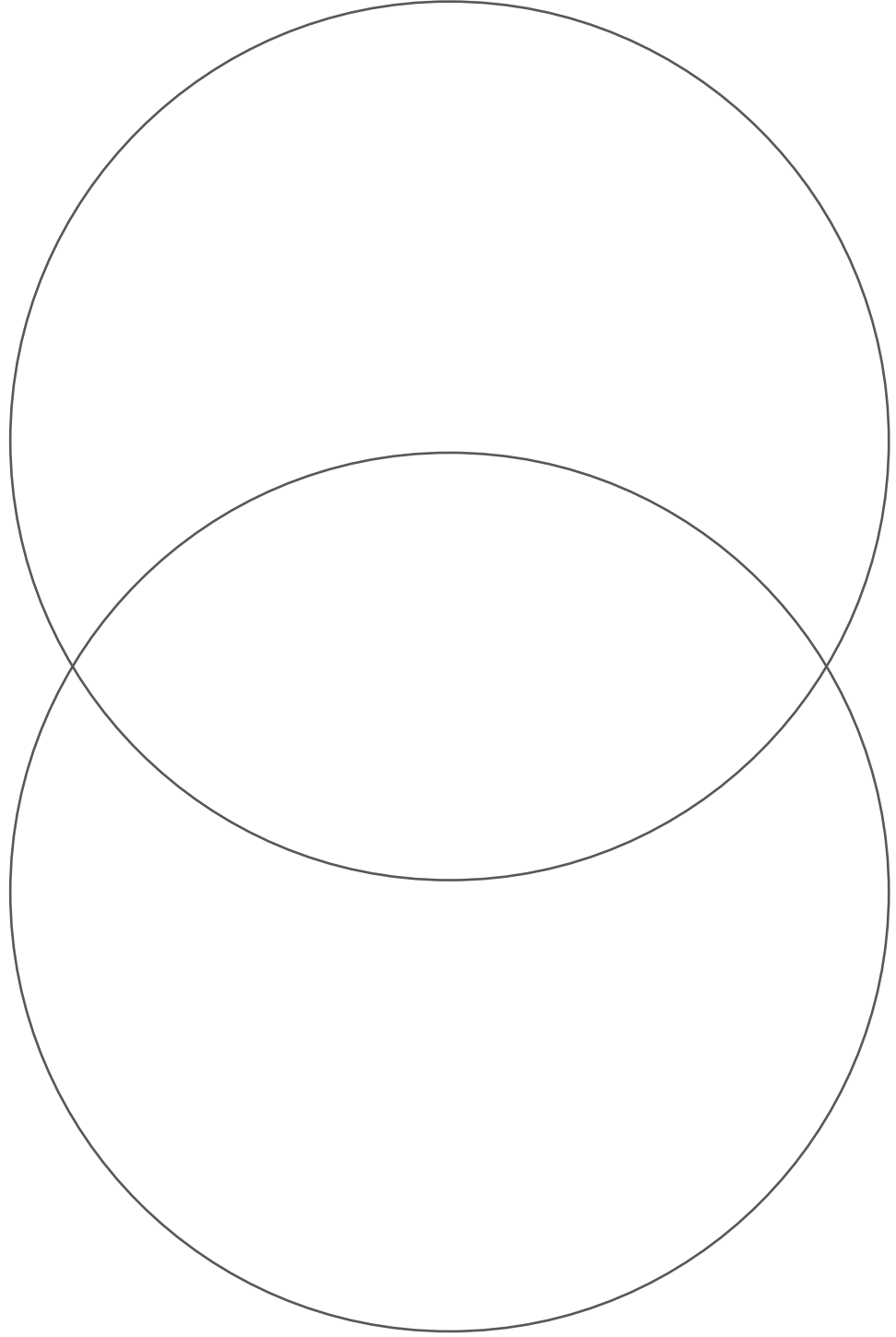
Venn Diagram

Name: _____ Date: _____

Directions: Reread *A Day in the Life: Lagos, Nigeria* and your notes on *A Day in the Life: New York City, USA*. Identify three notes for each section: Differences in Nigeria, Similarities, and Differences in NYC. Record your notes in the Venn diagram below.

A Day in the Life: Lagos, Nigeria

A Day in the Life: New York City, USA



Human Rights

Objective

Students examine parts of the Universal Declaration of Human Rights and consider the relationship between human and civil rights.

Resources/Materials

- *Eleanor Roosevelt at the Votes for Women Exhibit (1952) photograph*
- *Universal Declaration of Human Rights Article 26*
- *Universal Declaration of Human Rights worksheet(s)*
 - Article 3
 - Article 7
 - Article 13
 - Article 18
 - Article 25

Activity

- The photograph is an image of Eleanor Roosevelt, who was the First Lady of the United States during the presidency of Franklin D. Roosevelt (1933–1945). She was a politician, diplomat, and activist. Today, you will learn about how she took action to help create the Universal Declaration of Human Rights and why that document continues to be important today.
-
- Review the following definitions and put them in your own words:
 - **Rights** generally mean the freedoms that people have. There are different kinds of rights, and it is important to know and understand the difference.
 - A **human right** is a freedom to which we believe all people are entitled.
- Read the *Universal Declaration of Human Rights Article 26* and record what you think it says in your own words.
- Discuss the *Universal Declaration of Human Rights Article 26* with an adult.
- Complete the *Universal Declaration of Human Rights* worksheets.
- Discuss why the *Universal Declaration of Human Rights* is an important document.

Human Rights

Extension

- Answer the following question related to the Universal Declaration of Human Rights in a paragraph:
 - What rights did you learn about?
 - Why is having these rights important?
 - What can you do to help ensure others have access to these rights?

Eleanor Roosevelt at the Votes for Women Exhibit (1952)



Citation: Eleanor Roosevelt at the New-York Historical Society exhibit, Votes for Women, 1952. New-York Historical Society.

Universal Declaration of Human Rights, Article 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all based on merit.

Vocabulary:

Fundamental: basic

Compulsory: mandatory, something you have to do

Technical education: Relating to a specific subject

Higher education: education provided by a college or university

Accessible: available

Merit: Praiseworthy qualities and achievements

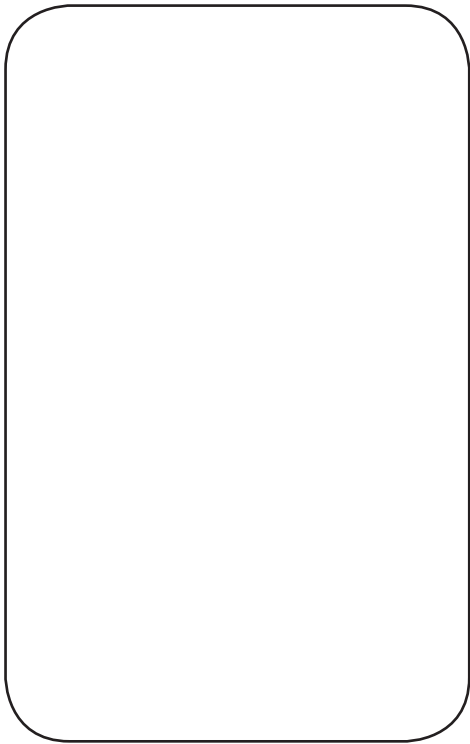
Citation: "The Universal Declaration of Human Rights," *United Nations*, December 10, 1948. Accessed April 8, 2019. <https://www.un.org/en/universal-declaration-human-rights/index.html>

ARTICLE 3: Everyone has the right to life, liberty, and security of person.

What this means to me:



Why this is important to me:



What can I do to help make sure myself and others have this right? _____

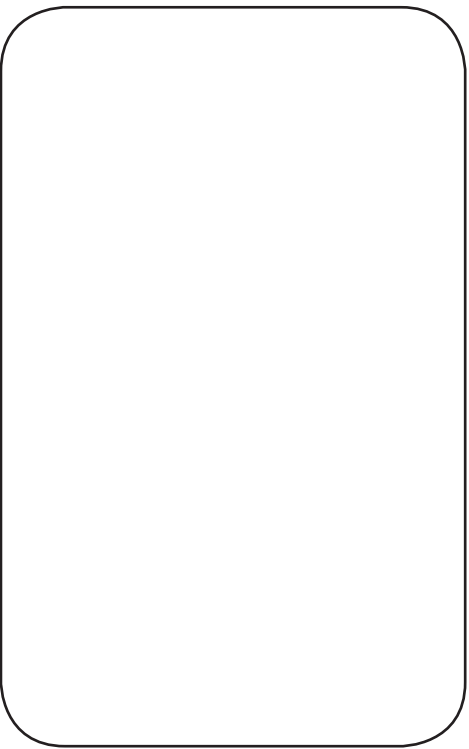
Vocabulary:

Liberty: Freedom

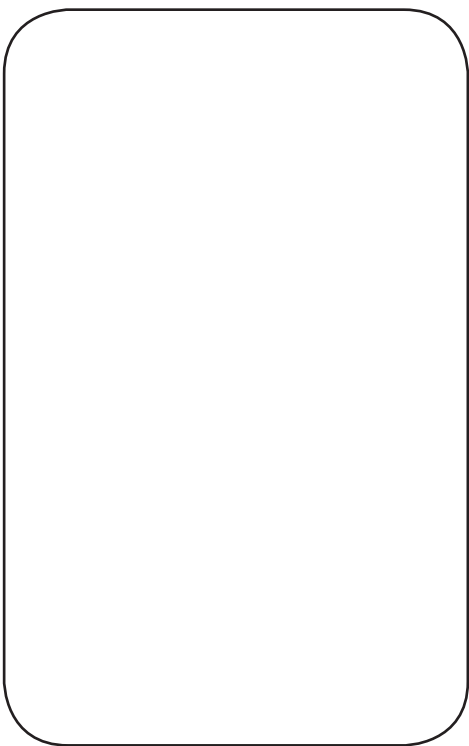
Security: Safety

ARTICLE 7: All are equal before the law and are entitled without any discrimination to equal protection of the law...

What this means to me:



Why this is important to me:



What can I do to help make sure myself and others have this right? _____

Vocabulary:

Before: under the authority of

Entitled: deserving of

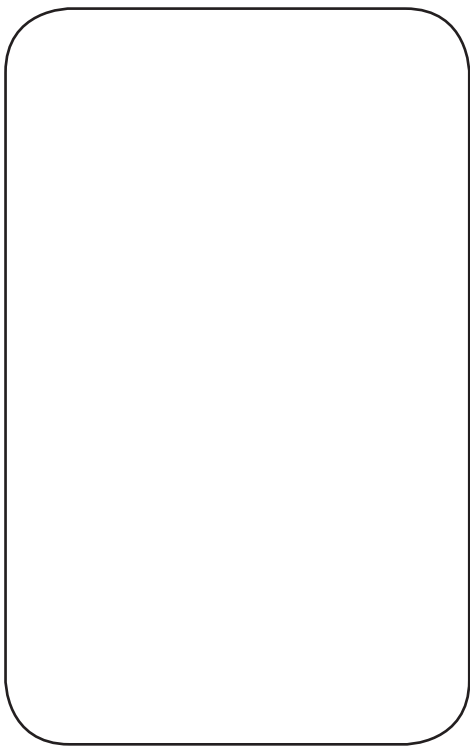
Discrimination: prejudice

ARTICLE 13: Everyone has the right to freedom of movement and residence within the borders of each state. Everyone has the right to leave any country, including his own, and to return to his country.

What this means to me:



Why this is important to me:



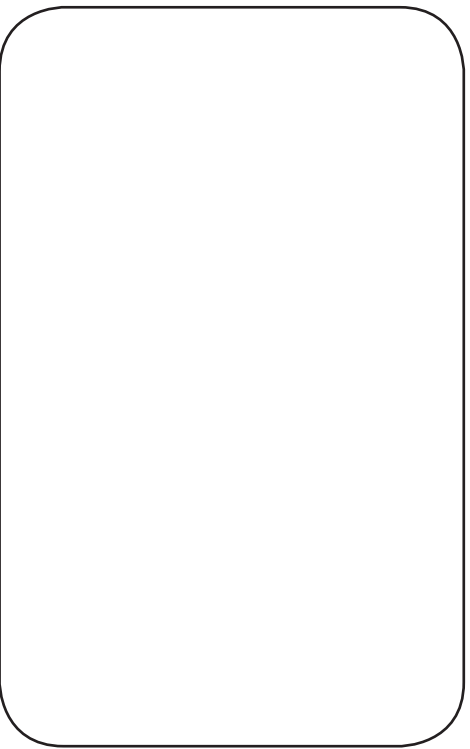
What can I do to help make sure myself and others have this right? _____

Vocabulary:

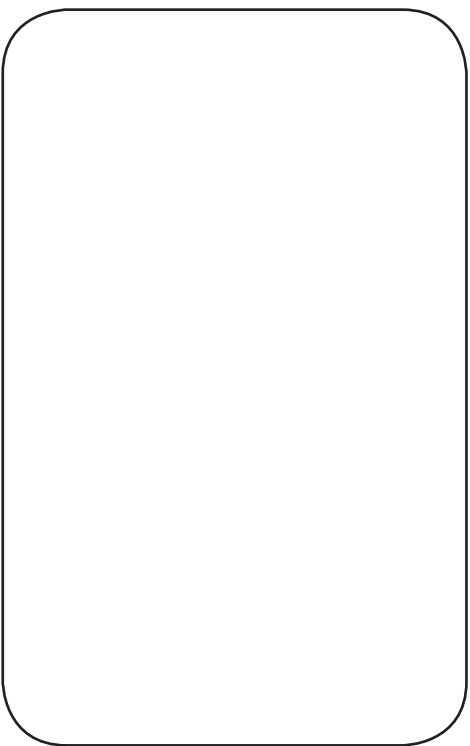
Residence: A place you live

ARTICLE 18: Everyone has the right to freedom of thought, conscience and religion...

What this means to me:



Why this is important to me:



What can I do to help make sure myself and others have this right? _____

Vocabulary:

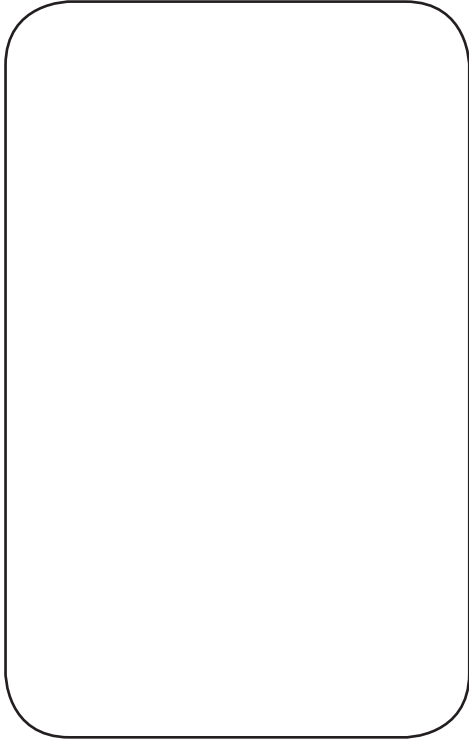
Conscience: An inner feeling that guides what you think is right and wrong

ARTICLE 25: Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing, and medical care and necessary social services...

What this means to me:



Why this is important to me:



What can I do to help make sure myself and others have this right? _____

Vocabulary:

Standard: An established level

Adequate: Enough

Social services: Services provided by the government to help communities, like housing and education

Power and Use of Power to Influence (2-day lesson)

Objective

Students investigate various roles of people in power to understand how they affect change.

Resources/Materials

- *People in Power* cases:
 - The New York City Schools Chancellor
 - District Attorney
 - Judge
 - Congressperson
 - Community Board
- *People in Power Analysis* worksheet

Activity

Day 1

- Write a response to the following questions:
 - What comes to mind when you hear the word **power**?
 - What does it mean when someone is powerful?
- There are many people, and groups of people, that have power. Today, you will investigate how different people, and groups of people, have the power to make changes to schools, enforce laws, and make positive changes in their local communities.
- Read the *People in Power* documents.
- Identify the person's position in power and explain how this position influences your life.
- Record your responses to the following questions in the *People in Power Analysis* worksheet.
 - What power does this position have?
 - How does the power of this position influence people's lives?

Power and Use of Power to Influence (2-day lesson)

Day 2

- Research a historical figure that exhibited power from one of your case studies (Nigeria, Egypt, Peoples' Republic of China, or Peru):
 - In a brief paragraph, describe how they used their power for make positive changes to their society.

People in Power:

The New York City Schools Chancellor

The New York City Schools Chancellor is the head of the New York City Department of Education. The Mayor **appoints** (chooses who will be) the Chancellor. The Chancellor supports the mayor by making sure that schools are open, working well, and safe for students. The Chancellor is responsible for the largest school system in the nation and the world—with a total of 1.1 million students in over 1,800 schools. Some of the chancellor's responsibilities include:

- deciding what how to improve schools for all New York City students,
- making sure that schools are safe and open, and
- writing rules and regulations for principals, teachers, school staff, and students.

People in Power:

District Attorney

District Attorneys are elected (chosen by vote) by the people living in their county. In New York City, there are five district attorneys: one for Manhattan, Brooklyn, Queens, the Bronx, and Staten Island. District Attorneys and their offices are responsible for how New York State laws are prosecuted (meaning how people are punished if they break the law). The District Attorney and their office have several responsibilities. They:

- present cases to courts against people who are suspected of breaking the law,
- request criminal investigations from the New York Police Department when they do not have a clear picture of who broke the law or how, and
- recommend punishments to judges for crimes.

People in Power:

Judge

Judges apply the law to court cases and oversee the legal process in courts. They also help with negotiations or a discussion between people or groups of people that do not agree or cannot come to a compromise, a way of reaching agreement in which each person or group gives up something they wanted in order to end an argument. There are many different types of judges. In New York City, some judges are **appointed** (chosen) by the mayor and some judges are **elected** (chosen by vote) by people in their local districts. Each judge, depending on the type, has specific duties that they must fulfill. Some of the responsibilities of a judge include:

- researching legal issues,
- serving as an authority at hearings (meetings),
- listening to or reading opposing arguments,
- deciding if the hearing (meeting) is appropriate according to the rules and laws, and
- writing opinions, decisions, or instructions regarding the court case.

People in Power:

Congressperson

A congressperson is **elected** (chosen by vote) by the people living in their district. Each congressperson represents their community to the federal government in Congress and serves a two-year term. They focus on issues that matter to the people in their community. These issues might include education laws or funding, access to healthcare, creating new jobs, or changing the way that the government takes money from people through taxes in their community. A congressperson must be at least 25 years old, and some of the responsibilities are:

- representing the views of the people in the community they serve in Congress,
- writing and proposing laws to Congress,
- debating laws with other Members of Congress,
- voting on laws and the federal budget, and
- making sure that the members of the executive branch of government are following the law.

People in Power:

Community Board

The community boards of the New York City are composed of up to 50 volunteers appointed, or chosen, by the Borough President. Half of the members are nominated or selected by City Council members representing the community district. A district manager leads each community board.

Community board responsibilities include:

- gathering people to support projects such as building new parks and playgrounds,
- gathering people to challenge projects such as building of large buildings that will have a negative impact on the community, and
- meeting with different city groups and making recommendations on how some of the money from New York City's budget can be used to benefit their community.

People in Power Analysis

Directions: Read the People in Power document to generate responses to the following questions.

Big Question #1: What power does this position have?

Big Question #2: How does the power of this position influence people's lives?

Hidden Voices: Emily Warren Roebling

Objective

Consider ways of how achievements of Emily Warren Roebling challenged the role of women in New York City during the late 1800's

Resources/Materials

- *The Great East River Bridge*
- *Unsung Hero of the Brooklyn Bridge* reading

Activity

- Look at the print of *The Great East River Bridge* and think about the following questions:
 - What is happening in the picture? What do you notice?
 - How is Brooklyn Bridge in 1885 different from today? How is it the same?
- Read the *Unsung Hero of the Brooklyn Bridge* and then answer the following questions:
 - What role did Emily play in the completion of the Brooklyn Bridge?
 - What challenges did Emily face following through with the completion of the Brooklyn Bridge?
 - How do you think the role of women in New York City has changed since the time when Emily lived?

Extension

- Write a letter to Emily Warren Roebling asking her questions about her life and telling her how the role of women in New York City is different today.

Additional Resources

- PBS: Construction of the Brooklyn Bridge Video
<https://www.pbs.org/video/construction-brooklyn-bridge-s8s5sg/>

The Great East River Bridge



A chromolithograph print of a bird's eye view of the Brooklyn Bridge c. 1885 before its completion. Burrow-Giles Litho. Co. The Great East River Bridge, c. 1885. Photoengraving. Museum of the City of New York, 34.401.1.

Unsung Hero of the Brooklyn Bridge

Emily Roebling (1843–1903) helped oversee one of the most important technological feats (achievements) of her time—the creation of the Brooklyn Bridge. When tragedy struck her family, Emily stepped up, taking over from her sick husband to manage the bridge’s construction. Defying (refusing) the limitations placed on women of her time, Roebling secured her family’s legacy as the builders of New York’s first great bridge.

Emily Warren was born in Cold Spring, New York. Although her family was not wealthy, Emily was well-educated for a girl of her time. In 1865 Emily married Washington Roebling, the son of German-born engineer John Roebling. They relocated to Cincinnati, where Washington worked with his father on the Ohio River Bridge— at the time, the longest suspension bridge ever constructed.

A middle-class Victorian woman was expected to devote (give) herself to serving her husband and family. With Washington Roebling confined to bed, Emily Roebling maintained appearances that her husband was the sole engineer in charge. Behind the scenes, Emily served as nurse and secretary, taught herself engineering, participated in important decisions, and helped solve complex engineering problems. Washington Roebling’s designs, engineering charts, and even personal letters were written by Emily. Since Washington was unable to visit the site, Emily Roebling relayed updates for her husband. Acting as her husband’s eyes, ears, and voice, Emily Roebling quickly became the public face of the chief engineer. Nonetheless, Emily Roebling won the confidence of the men she worked with. Emily met with city and state officials on the bridge’s progress, safety, budget, and other issues. The construction of the bridge employed several thousand workers, many of them Irish, German, Italian, African-American, or Chinese. Although

Unsung Hero of the Brooklyn Bridge

there is no final count, it is likely that at least twenty workers lost their lives building the bridge. In 1882 Emily became the first woman to address the American Society of Civil Engineers, successfully arguing against her husband's removal as chief engineer of the bridge construction.

Hidden Voices: Antonia Pantoja

Objective

Learn how the actions of Antonia Pantoja changed New York City.

Resources/Materials

- *Fighting for Puerto Rican New York* reading
- *Fort Apache Protest* image

Activity

- Read the *Fighting for Puerto Rican New York* and then answer the following questions:
 - What challenges did many Puerto Ricans face moving to New York?
 - How did Antonia fight for rights and opportunities for Latino people in New York City?
 - What achievements and positive changes did Antonia help bring to the Latino community?
- Look at the *Fort Apache Protest* image and think about the following questions:
 - What is happening in the picture? What do you notice?
 - Why do you think people in the South Bronx were upset the negative way their neighborhood was shown in the movie *Fort Apache*?
 - Would you have supported the protestors? Why, why not?

Extension

- Write a letter to Antonia Pantoja asking her questions about her life and her journey on the fight for Latinos in New York.

Additional Resources

- PBS: Antonia Pantoja ¡Presente! <https://ny.pbslearningmedia.org/resource/87537891-1a6d-41c6-9662-b09db4c17201/antonia-pantoja-presente/>

Fort Apache Protest

Along with ASPIRA, many groups took action to bring about change for the Latino and black communities. In 1981, activists protested (expressed) the movie, *Fort Apache, The Bronx* for what they saw as racist stereotyping in the South Bronx



The Lourdes Torres Papers. Archives of the Puerto Rican Diaspora, Center for Puerto Rican Studies, Hunter College, CUNY.

Fighting for Puerto Rican New York

Between 1940 and 1960, over 800,000 Puerto Ricans moved to the United States mainland, about 85% of them to New York City. Antonia Pantoja (1922–2002) became one of their most important leaders. A schoolteacher from San Juan, she founded an organization—ASPIRA—that trained **politicians, activists, and reformers** to lead New York’s growing Puerto Rican community in the following decades.

Born into a family of poor but educated tobacco and laundry workers, Antonia Pantoja never knew her father, who was not married to her mother. Neighbors helped her attend the University of Puerto Rico. In 1942 she became a teacher in rural schools. Later she would see education as central both to her own ambitions (achievements) and to the needs of Puerto Ricans on their native island and in New York.

In 1944 she moved to New York and found wartime factory work making radios for submarines. In 1950 she applied for an I.D.card as a U.S.citizen “born in Puerto Rico.” The birth certificate she submitted described her as a “*mestiza*” — “of mixed race.” In Puerto Rico and New York, Pantoja resisted discrimination against darker-skinned Latinos. Migrants applied for identification from Puerto Rico’s Department of Agriculture & Commerce. Helen Lehew, Pantoja’s roommate on Baruch Place on the Lower East Side, was the supporting witness for her application. Pantoja’s birth certificate in Spanish noted her residence in San Juan’s Barrio Obrero, a community of working people.

Pantoja and other postwar arrivals joined the city’s existing community of over 60,000 Puerto Ricans, who had established vibrant

Fighting for Puerto Rican New York

and varied institutions in the early decades of the 20th century. Job opportunities in New York—and direct passenger flights from San Juan—encouraged thousands of Puerto Ricans to move to “Nueva York.” They transformed a small community into a city within a city: a Spanish-speaking population with major settlements in East Harlem, the Bronx, Brooklyn, and the East and West Sides. Bodegas, or grocery stores, proliferated in Puerto Rican neighborhoods. But Puerto Ricans also encountered discrimination, poverty, and a declining (loss) industrial job market. Many new migrants, moreover, were poorer *campesinos*, or rural farmers, with little or no tradition of literacy or formal education.

The era of ASPIRA’s rise—the years of the civil rights and antiwar movements, Black Power, and women’s and gay liberation—also saw new Puerto Rican activism. Some New York activists worked with ASPIRA; others embraced more militant (aggressive) strategies. The Young Lords (1969), a revolutionary party, demanded public health services for the Puerto Rican community. Founded in 1965, United Bronx Parents mobilized (organized) Latino and other parents to challenge city officials for better public schools.

Peru's Geographic Features

Objective

Analyze and Interpret multiple forms of media to learn about Peru's geographic regions

Resources/Materials

- [Peru: Land of the Lamas](#) and [Peru: Festival](#)
- *Map of Peru's Three Physical Regions*
- *Thinking About Images Template*
- *Highlands Region of Peru*
- *Coastal Region of Peru*
- *Rainforest Region of Peru*
- *Living in a Peruvian Region: Advantages/Disadvantages*

Activity

- Use the *Thinking About Images Template* to analyze the map of Peru in order to learn more about its geography.
- Look at *Highlands Region of Peru*, *Coastal Region of Peru*, and *Rainforest Region of Peru*. Record advantages and disadvantages of living in each region in *Living in a Peruvian Region: Advantages/Disadvantages*.
- List at least five of Peru's geographic features.

Extension

- In a brief paragraph, pick one of the regions you looked at and describe some advantages and disadvantages of living your selected geographic region.

Additional Resources

- Peru <https://kids.nationalgeographic.com/explore/countries/peru/>
- National Geographic Kids [Peru: Land of the Lamas](#) and [Peru: Festival](#)

Thinking About Images Template

Name: _____

Name of image: _____

Look carefully at the picture and complete the chart below.

What I See	What I Think	Questions I Have

Map of Peru's Three Physical Regions



Courtesy of Peter Wollensack

Highlands Region of Peru



Land: A region dominated by the Andes with its highest point reaching 6,768 meters (22,204 feet) at the **pinnacle** of Mount Huascarán.

Climate: Dry and **temperate** weather with huge **variations** or changes in temperature during the day.

pinnacle: a high mountain top

temperate: having temperatures that are not too hot or too cold

variation: a change in the amount of something

Coastal Region of Peru



Land: Close to 3,000 kilometers (1,900 miles) of deserts, wide beaches, and **fertile** valleys.

Climate: Northern section: sunny all year round. Central and southern section: **temperate** region with no rain, yet **humid** with plenty of cloud cover.

fertile: producing many plants or crops

humid: having a lot of moisture in the air

temperate: having temperatures that are not too hot or too cold.

Rainforest Region of Peru



Land: A region covered by tropical **vegetation** and called the Peruvian Amazon. The largest natural **reserves** in the country are located there.

Climate: Hot, tropical weather with plenty of rain.

reserves: something stored or saved for later

vegetation: plant life.

Living in a Peruvian Region: Advantages/Disadvantages

Name: _____ Date: _____

Directions: Using your reference card and any available trade books, research your assigned region and make a list of the advantages and disadvantages to living in that region. Be sure to include evidence when writing your explanation.

Advantages +	Disadvantages -
1.	1.
2.	2.
3.	3.
4.	4.

Trade in Nigeria Long Ago

Objective

Examine how trade developed in Nigeria over several centuries

Resources/Materials

- *Trade in Nigeria Many Years Ago* graphic organizer
- *A History of Nigerian Trade* reading

Activity

- Read and annotate the excerpt *A History of Nigerian Trade*.
- Complete the graphic organizer *Trade in Nigeria Many years Ago* based on your reading.

Extension

- Based on what you've read from the text *A History of Nigerian Trade*, write a paragraph to explain how trade took place in pre-modern Nigeria.

Additional Resources

- Nigeria <https://kids.nationalgeographic.com/explore/countries/nigeria/>

Trade in Nigeria Many Years Ago

Name: _____ Date: _____

1. Read the passage on your own. Once you're done, fill in the first two columns below.
2. Then, choose the most important pieces of information from your reading that will help others understand what trade was like in Nigeria long ago. Write down that information in the third column below.

What did I learn?	What questions do I have?	What should others know about what I read?

A History of Nigerian Trade

Early History of Nigeria (Pre-1100s) and Nok Culture

Little is known about the earliest people that lived in the area of West Africa that eventually became Nigeria. However, some remains of human activity there date as far back as 12,000 B.C.E.

The earliest culture that we know about in Nigeria was the Nok culture. Archaeologists discovered artifacts such as clay sculptures and stone tools near the town of Nok, Nigeria. As they explored the area further, they found iron tools, which proved that the culture developed over time from the Stone Age into the Iron Age.

The iron tools that were found were very advanced and required the Nok to melt and mold the iron. As more artifacts were found, it was clear that Nok culture spread across a very large area in Nigeria, suggesting that tools may have been traded between people in the area at the time. The Nok paved the way for later kingdoms and empires to rise and develop large trade networks.

Pre-colonial Empires in Southern Nigeria

From the 1100 B.C.E. until the colonial period in the late 1800s, Nigeria was made up of many empires, kingdoms, and states with large trade networks. Archaeologists found evidence that there were societies in the forest regions of West Africa. For example, an archaeology team in Nigeria found artifacts dating back to around 900 B.C.E.

Trade was very important to the existence of these kingdoms and empires. One of these was the state of Ife, which began around 1100 B.C.E. It was in what is today southern Nigeria. It was located between the forests of the south and the northern savannas, which helped it become an important center for trade of ivory, gold, pepper, and slaves.

Another powerful kingdom was the kingdom of Benin. People from north of the kingdom traded horses and salt for Benin's ivory, pepper, and palm products.

Slaves were also traded from Benin to European countries, making the kingdom very wealthy.

Pre-colonial Empires in Northern Nigeria

From the 1100s B.C.E. until the colonial period in the late 1800s, Nigeria was made up of many empires, kingdoms, and states with large trade networks. The Hausa states are an example of this. Around 1000 B.C.E., Hausa people in northern Nigeria began to organize themselves in cities that were ruled by a local king. The cities eventually grew into states.

By 1500 B.C.E. one of the Hausa states, Kano, became a major center for trade in Africa, and it still is today. Nigeria was also a part of the Songhay Empire when it was at its most powerful in the 1500s C.E. Control of trade was very important to the rise and fall of the Songhay Empire. They traded goods across the Sahara Desert, which made them very wealthy, but when trade slowed down due to competition with Morocco, the Songhay Empire eventually came to an end.

Universal Declaration of Human Rights

Objective

Analyze two image to consider the creation of the United Nations Universal Declaration of Human Rights

Resources/Materials

- *United Nations - Preamble To The Charter of the United Nations*
- *Analyze a Written Document*
- *TRANSCRIPTION OF THE PREAMBLE*
- *Eleanor Roosevelt Holding the Universal Declaration of Human Rights*
- *Analyze a Photograph*

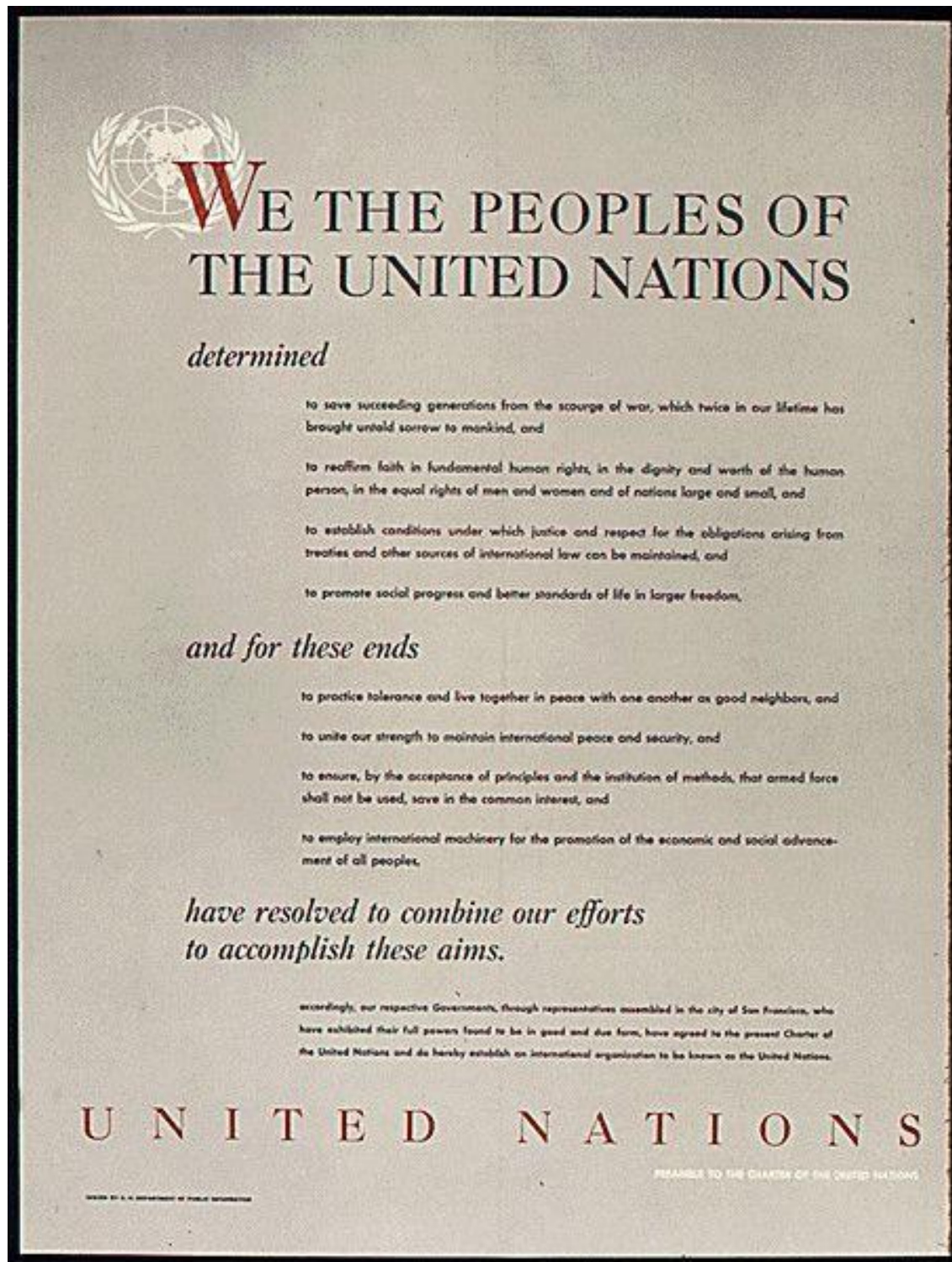
Activity

- Look at the *United Nations - Preamble To The Charter of the United Nations*.
- Complete the *Analyze a Written Document* worksheet for *United Nations - Preamble To The Charter of the United Nations*.

NOTE: A TRANSCRIPTION OF THE PREAMBLE IS INCLUDED IF YOU CANNOT READ THE TEXT IN THE *United Nations - Preamble To The Charter of the United Nations*.

- Use the *Analyze a Written Document* to answer the following questions:
 - What is the document?
 - How you might use the document to think about world communities.
 - What important event you think the document represents.
 - What are the goals of the United Nations?
- Observe *Eleanor Roosevelt Holding the Universal Declaration of Human Rights*.
- Complete the *Analyze a Photograph* worksheet for *Eleanor Roosevelt Holding the Universal Declaration of Human Rights*.
- Answer the following questions:
 - What is the Universal Declaration of Human Rights?
 - How does the United Nations help to protect human rights?
 - Where might you go to learn more about the Universal Declaration of Human Rights?

United Nations - Preamble To The Charter of the United Nations



TRANSCRIPTION OF THE PREAMBLE

WE THE PEOPLES OF THE UNITED NATIONS DETERMINED

- to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and
- to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and
- to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and
- to promote social progress and better standards of life in larger freedom,

AND FOR THESE ENDS

- to practice tolerance and live together in peace with one another as good neighbours, and
- to unite our strength to maintain international peace and security, and
- to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and
- to employ international machinery for the promotion of the economic and social advancement of all peoples,

HAVE RESOLVED TO COMBINE OUR EFFORTS TO ACCOMPLISH THESE AIMS

Accordingly, our respective Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.

Eleanor Roosevelt Holding The Universal Declaration of Human Rights

Eleanor Roosevelt considered her role in creating the United Nations Universal Declaration of Human Rights her greatest achievement. Her work for the United Nations and on President Kennedy's Commission on the Status of Women were two things that she focused her energy on after she left the White House. This photograph was taken in Lake Success, New York, at the temporary home of the United Nations.



Passport: Egyptian Geography and Economy

Objective

Write an opinion paragraph about how geography effects Egypt's economy

Resources/Materials

- *Physical Map of Egypt*
- *Ancient Egyptian Trade Fact Sheet 6* handout
- *Opinion Writing Graphic Organizer- Geography*
- *Ancient Egyptian Trade Fact Sheet 4* handout

Activity

- Carefully look at the *Physical Map of Egypt* and answer the following questions:
 - What do you notice about Egypt's location?
 - What geographical features surround Egypt?
- Read the *Ancient Egyptian Trade Fact Sheet 6*
- Complete the *Opinion Writing Graphic Organizer- Geography* and write a paragraph responding to the following question: How did Ancient Egypt gain access to luxury goods and markets of the East? Be sure to provide at least three examples.

Extension

- Read the *Ancient Egyptian Trade Fact Sheet 4* and write an additional paragraph explaining the benefits of the imports and exports to Ancient Egyptian Society. Be sure to use evidence from the handout to support your answer.

Additional Resources

- Brooklyn Museum: Egyptian Collection
<https://www.brooklynmuseum.org/opencollection/egyptian>

Physical Map of Egypt



Ancient Egyptian Trade Fact Sheet 6

Name: _____ Date: _____

Import: to buy or bring **into** a country

Export: to sell or send **out** of a country

Egypt is located in the present day Middle East.

Trading routes using the Mediterranean Sea gave Egyptians access to **Europe, Greece**, and **Rome** and their goods.

Trading routes using the Red Sea gave Egyptians **access** to the luxury goods and **markets** of **the East**.

Their southern land border with **Nubia** provided a partner for the trade for gold.

Egypt's **conquest** of Hittite lands in northern **Syria** gave Egypt access to the trade routes to **Mesopotamia. Anatolia** (Turkey) was the center of the great Hittite Empire.

Afghanistan, as a trading partner, provided access to the **trade routes** connecting **Mesopotamia, China**, and **India**.



access: a way to get to something or someone

market: a place where goods can be bought and sold

conquest: gain of land through force or threat of force

trade route: a path that many merchants use to move between trade centers

Text in red are other communities that traded with Ancient Egypt.

Opinion Writing Graphic Organizer—Geography

Name: _____ Date: _____

State your opinion:

Give three reasons:

1.

2.

3.

State why readers should agree with your opinion:

Write your opinion paragraph in the lines below:

Ancient Egyptian Trade Fact Sheet 4

Name: _____ Date: _____

Import: to buy or bring **into** a country

Export: to sell or send **out** of a country

Although Ancient Egypt was rich in raw materials, agricultural products, and natural resources, important **goods** were imported.

Because olive trees grew in **Canaan** and **Crete**, Egypt had to import olive oil to manufacture soap and fuel for oil lamps.

Lapis lazuli, a deep blue stone, was imported from **Afghanistan**. The color represented ancient Egyptian royalty. The color of lapis lazuli and turquoise made them the most valued gemstones.

The **Persian Gulf** exported pearls to Ancient Egypt.

The high-ranking priests wore leopard skins which were imported through **Nubia**.

Crete exported pottery to Ancient Egypt.



goods: items that are produced and traded

lapis lazuli: a blue stone used to make jewelry

Text in red are other communities that traded with Ancient Egypt.