

“Journalism, Justice, and the Universal Declaration of Human Rights”

Examples of Student Work from Lesson 1

Photography & Journalism: Mirrors and Windows

What to do:

- ☐ Choose an image to Analyze today.

[Image # 1](#)

[Image # 2](#)

[Image # 3](#)

[Image # 4](#)

[Image # 5](#)

- ☐ Review the image & it's caption.
- ☐ Answer the Image analysis questions below.

Image Analysis Questions:

1. What about this image serves as a window into another culture or way of living, something that is unfamiliar to you? (In what ways is the person(s) life different from from you? What values, hopes, needs, expectations might they have?)

From what the image serves, it seems that the people have been suppressed for a long time and now want to break out of it. The image provides a small glimpse on what Hong Kong has been through, which is a very different culture from what I've seen. Their values, needs and many more aspects are so far from what I've personally been taught and experienced in my lifetime. But it seems like something has been suppressing them, maybe even silencing the citizens.

2. What about this image serves as a mirror of your own life, reflecting something that you can relate to? (In what ways do you think the person(s) in the picture is like you? What values, hopes, needs, expectations might you share?)

In a way, I can see some similarities between the image and my life. Having to fight for rights, even if they are the most basic human rights. I've seen protests for equity in Chicago. I've taken action to support the treatment towards undocumented immigrants. I'm sure we simply want to live a happy life. We may have different traditions, values, but at the end of the day we're both human beings.

3. Do you think the person in the picture wants the same human rights as you?

In my opinion, I believe every person in this world wants to be treated with the same respect and have the right to their basic human rights. To just live a good life but unfortunately in different regions, people in power will keep their

societies under conditions that can be deemed just inhumane. And in the image, it looks like they just want to be liberated from the system that seems to be suppressing them.

4. Do you think this person shared the same human rights as you? Explain.

I'd like to believe that they have the same rights as I do but sometimes people's rights are jeopardized by their own government who's supposed to protect them. But it seems that in the image people are in that exact situation. The wording of the caption is enough to indicate that something isn't quite right. Which makes me believe that I'm lucky enough to not deal with that, without the worst outcome being death.

Exit Slip

What to do: Reflect on your image analysis and our class discussions today when answering the question below.

What does it mean to live in a just society?

To live in a society, it means having to fit what that society deems as an acceptable person, or valued person. But that's not realistic half of the time. And many people will suffer the consequences of not fitting in, which can result in the death of many. Because other things are valued more than human life in general.

Image #1



Caption: Naomi, Sierra Leone 2020. “My family are farmers and don’t have the money to put me in the school, that’s why they gave me on marriage” says the teenager who ran away from her husband’s house. Article: [Families Marry off Daughters to Ease Finances Amid COVID-19](#).

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Image #2



Caption: According to satellite photos, the suspected camps in Xinjiang more than doubled. 2018. Article: [Inside Xinjiang's Prison State](#)

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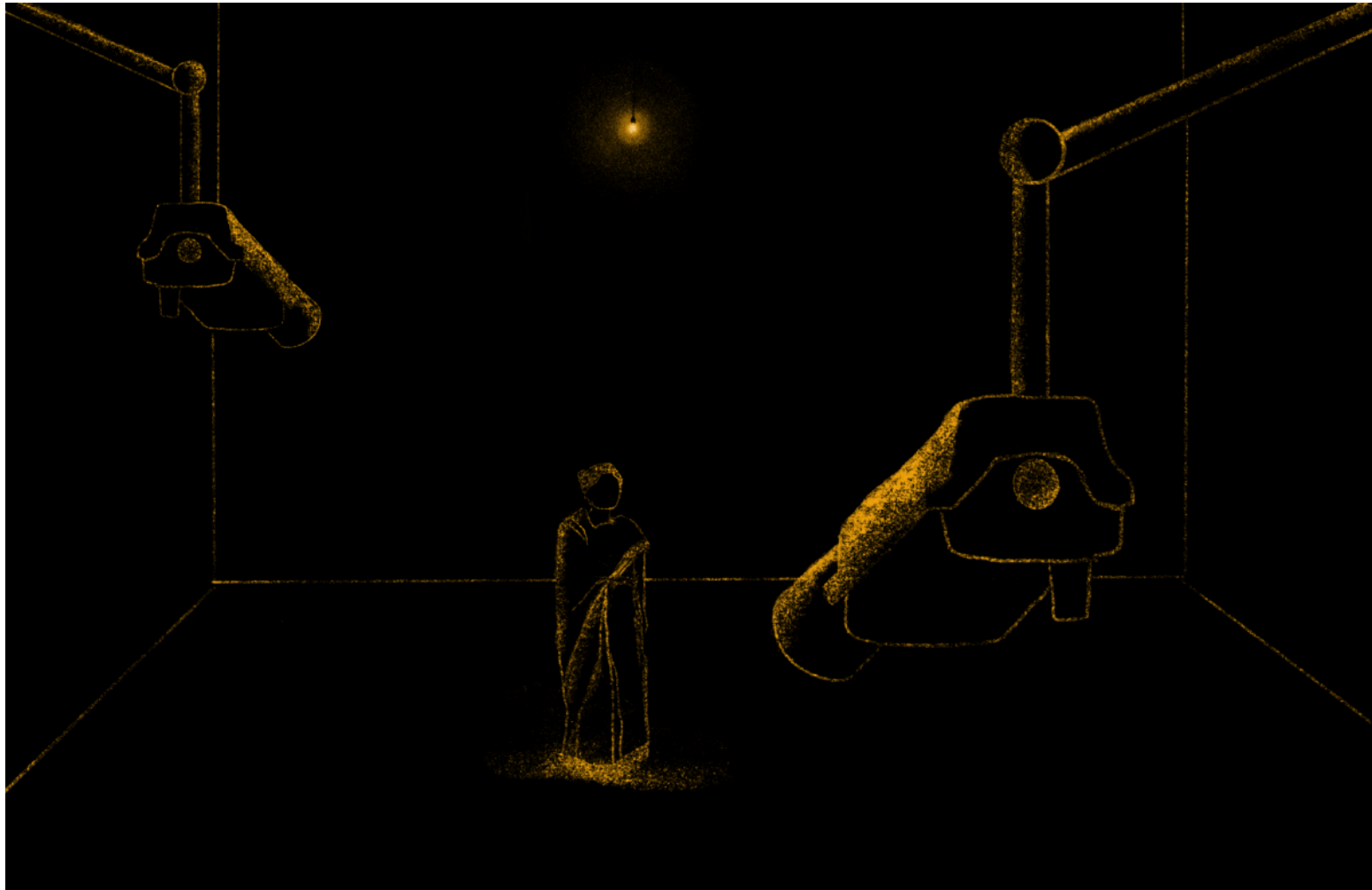
Image #3



Caption: Leroy Canyon, Brandon Canyon, Eagle Spencer and Brandon's son, Bryce Canyon, are pictured eating pizza at the family home in Tuba City, Ariz. Feb. 24, 2021. Article: [The Victims and Those Left Behind](#).

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Image #4



Caption: "It isn't just that people are always watching you... it's also the feeling that you have no control over how your body will be treated." March 8, 2021 Article: ['Buzz of a Mosquito... But with the Sound of Grief' The Lives of India's Women Prisoner](#)

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Image #5



Caption: Hong Kong protesters hold a "Liberate Hong Kong, revolution of our times" flag during a demonstration in Taipei on October 25, 2020. Article: [The Lingering Trauma of Hong Kong's Exiled Protesters](#).

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This image serves as a window into another lifestyle in another location also the family differs for mine there's seems to be bigger and there are more males. I'm the only male in my family in this image the people seem to recollecting about an event judging by the two seated at the table . It seems like they expect the kid to just be a kid whiles their worrying about stuff the old people look more serious

2. What about this image serves as a mirror of your own life, reflecting something that you can relate to? (In what ways do you think the person(s) in the picture is like you? What values, hopes, needs, expectations might you share?)

This image somewhat relates to me for example eating together as an family is something i share similar to them in terms of having an strong family bond. Some values that i might share with them is helping family becuase based on the title of Victims left behind it makes me think that what they are looking for support in order to help their situation.

3. Do you think the person in the picture wants the same human rights as you?

Judging by the title of the article this image is apart of yes it seems they want feel like they belong maybe finding peace with family that left Since it says left behind and it seems like they have no form of help or support. So thinking of all of this i can infer that they want the right to freedom or a place to be welcome they might want a right to keepfamily

4. Do you think this person shared the same human rights as you? Explain.

Based on the title it doesn't seem like they do because it states victims left behind meaning they have been forgotten or a negative event has happened in their life and they aren't getting any support or help to return to whatever they were left behind from. Meaning there is something lacking in helping these people meaning they don't have anyone to help them during their circumstances something that many people should have.

Exit Slip

What to do: Reflect on your image analysis and our class discussions today when answering the question below.

What does it mean to live in a just society?

Living in a just society means an environment or community where a person has basic Human rights and are valued as a person meaning everyone should have a feeling of being safe and having support such as health care.

Image #1



Caption: Naomi, Sierra Leone 2020. “My family are farmers and don’t have the money to put me in the school, that’s why they gave me on marriage” says the teenager who ran away from her husband’s house. Article: [Families Marry off Daughters to Ease Finances Amid COVID-19](#).

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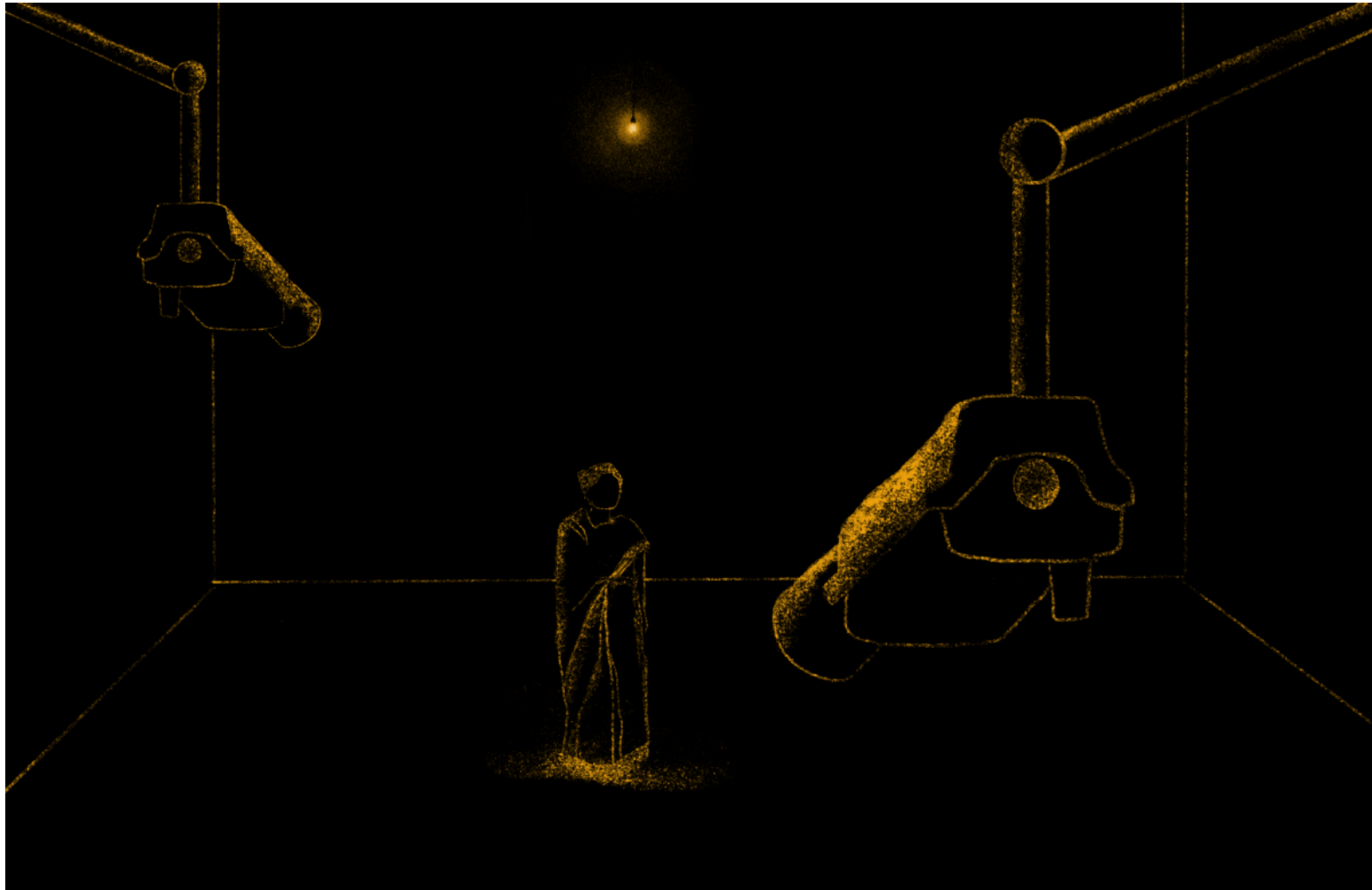
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This image serves as a window into a different place, with different clothes and maybe less money. I don't have a single empty room in my house and there are too many people here. This actually looks kind of sad, one person in a giant empty room. Maybe they hope to have a family. Maybe they don't value materialistic lifestyles.

2. What about this image serves as a mirror of your own life, reflecting something that you can relate to? (In what ways do you think the person(s) in the picture is like you? What values, hopes, needs, expectations might you share?)

I feel like everything is watching us, our phones, tv, computer, mirrors etc. I feel like I relate to the picture because I feel like they watch me myself and not everybody else as if eyes were never off me. You can tell when someone is watching you like their scared of me in some way. Maybe we share the same need of privacy or the want to be trusted or accepted.

3. Do you think the person in the picture wants the same human rights as you?

Yes, there are some people with not the same human rights and its dreadful for them. I think this person wants freedom and privacy.

4. Do you think this person shared the same human rights as you? Explain.

No, I know that people in other countries dont have the same human rights as I do I am lucky to have some of my rights as for others are treated unfairly. This is because there are countries with harsh and heartless leaders who force themselves to be leader and not seen as someone great by someone with a mind that was not manipulated.

Exit Slip

What to do: Reflect on your image analysis and our class discussions today when answering the question below.

What does it mean to live in a just society?

To live in a society that has equity that includes everybody. To grow together older and stronger, ready for the next generation. It is a successful society when everyone can make the money they need. A just society sounds like people talking about issues and finding solutions. It looks like a mixture of people and ideas. In a just society everyone has a say in the rules and government.

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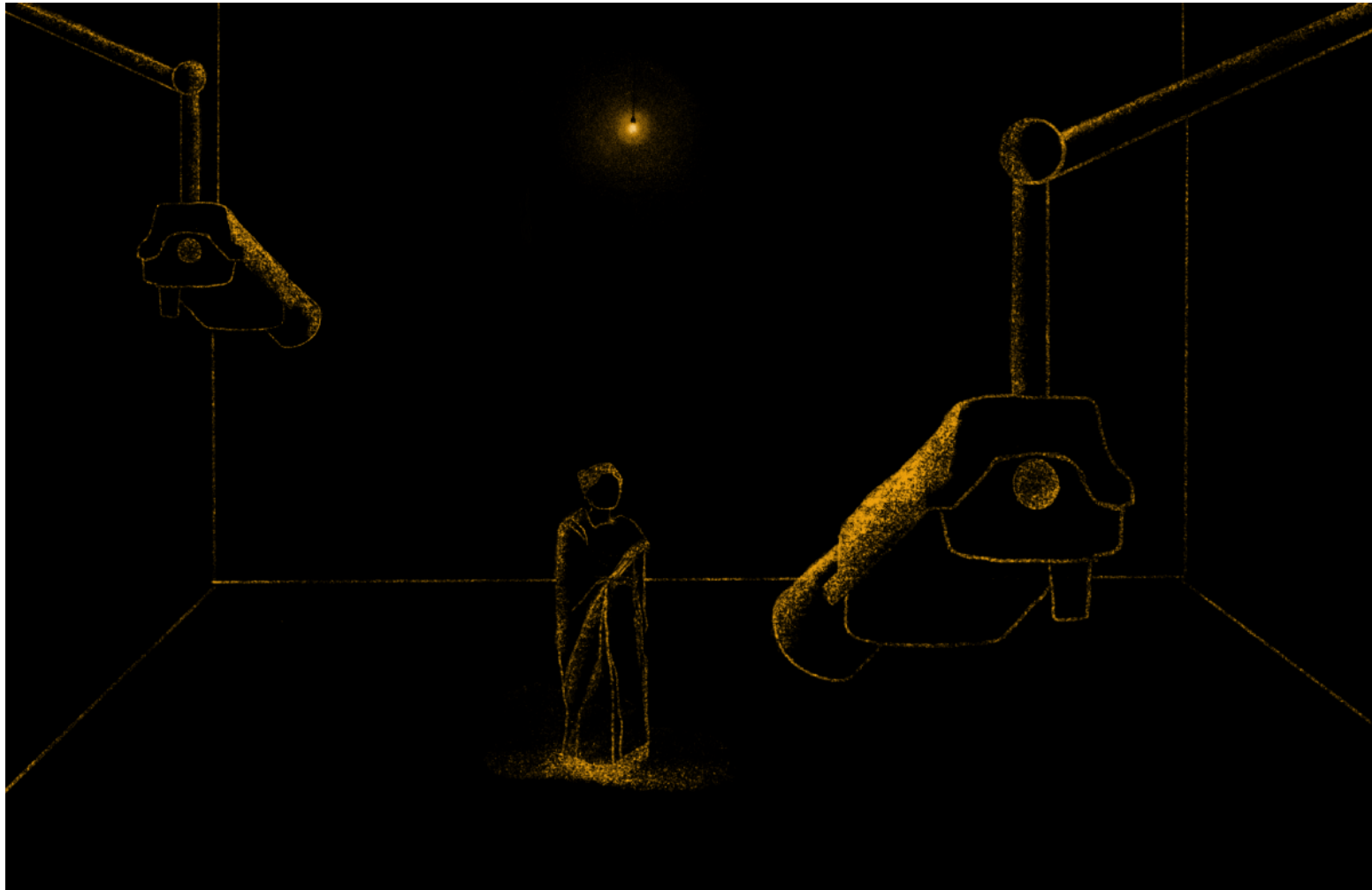
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The image shows people that look like prisoners standing in a hallway, what seems like their prison rooms, and facing the wall as if maybe the officers are checking them or their rooms. This serves as a window into a prisoner's life. I think the people in this photo expect unfair treatment because of their body language (hanging heads).

2. What about this image serves as a mirror of your own life, reflecting something that you can relate to? (In what ways do you think the person(s) in the picture is like you? What values, hopes, needs, expectations might you share?)

This image serves as a mirror of my own life with me being held to the expectations of my parents and society. Not to be rude but this kind of reminds me of the school hallways. Everyones in uniforms and we feel constantly watched by security. I think we share the same hopes for more freedom and not to be assumed as bad.

3. Do you think the person in the picture wants the same human rights as you?

Yes because they don't look happy in this image and I have some more freedom than what the prisoners have. In my classroom I feel freer and more comfortable.

4. Do you think this person shared the same human rights as you? Explain.

Maybe in the past, before being held captive to be prisoners, they probably had their own lives and freedom. Right now though no. It looks like they can't go anywhere or do anything they want.

Exit Slip

What to do: Reflect on your image analysis and our class discussions today when answering the question below.

What does it mean to live in a just society?

It means, there is freedom and are not held captive to anyone else's expectations in life and goals. It means that you won't be stereotyped because of race or color of your skin. It means that you are trusted to make the right decision and you don't have to be constantly watched.

Image #1



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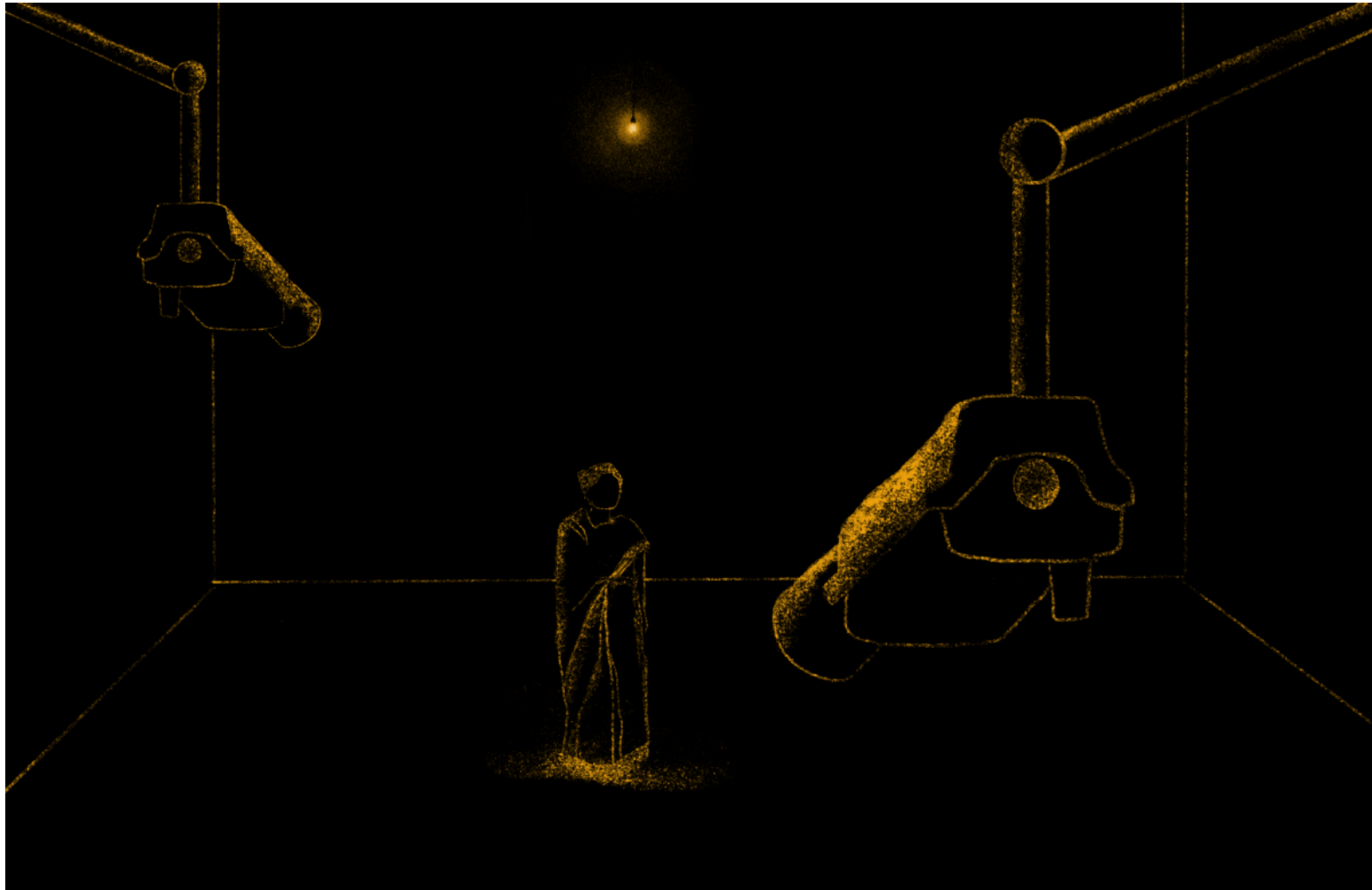
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Universal Declaration of Human Rights, Journalism & Justice Live

1

Welcome!

Do Now:

Why do you think news stories include images?

2

Today's Lesson

Objectives:

Make local connections to Global stories using Photography & Journalism

Reflect on what it means to live in a just society

Agenda:

Do Now

Photography & Journalism

Image Analysis

Exit Slip

3

Sort by: Time

so people can kinda imagine or not live but like show empathy on what's happening.

Kelsey ...

Alejandro ...

To attract readers

Kelsey ...

To emphasize the events talked about in the article.

Brianna ...

oyq aqr

To draw the readers into reading the articles that occurred in the world.

Diego ...

Class Roster 0/18

I think news stories include images to grab people attention and/or it give the reader a visual of what they are reading.

Jennife ...

So the reader can get a better grasp on what the author is talking about.

Manuel ...

They include images to somehow persuade or catch the reader's attention to read the stories

Brenda ...

To provide the reader with a visual example

Valeria ...

-visualization

-stir emotions

to show proof of what is happening or to show what they are

more attention

It attracts the attention of the public eye more.

Clear Stars

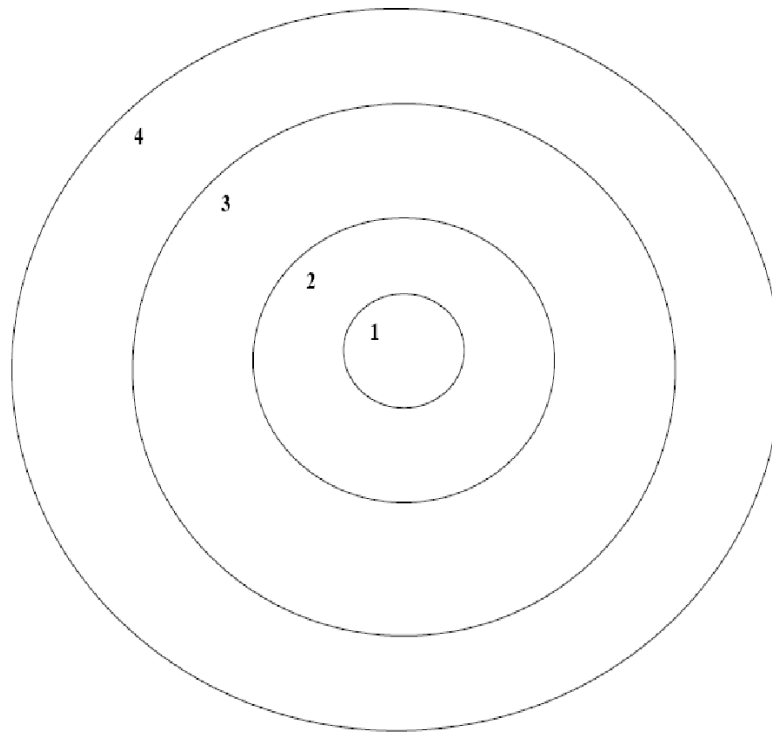
“Journalism, Justice, and the Universal Declaration of Human Rights”

Examples of Student Work from Lesson 2

YOUR Universe of Obligation

What to do:

Follow the steps (1-4) to complete the chart to create your own Universe of Obligation.
Answer the reflection questions.



Circle 1 , write your name:	<div></div>
Circle 2 , write the name of people to whom you feel the greatest obligation. (For Example: people for whom you would be willing to take a great risk or put yourself in peril for)	<ul style="list-style-type: none"> - My parents - My siblings - My dog
Circle 3 , who are the people on the next level? (These are people to whom you have some obligation, but not as great as in Circle 2.)	<ul style="list-style-type: none"> - Relatives - My best friends - Closest teammates - A member of my church
Circle 4 , who are the people on the next level? (These are people to whom you have some obligation, but not as great as in Circle 3.)	<ul style="list-style-type: none"> - Friends - Teammates I don't talk to - A classmate - An elderly person near me

Reflection Questions: Answer the reflection questions in complete sentences.

1. In whose universe of responsibility do you reside?
 - The universe of responsibility that I reside are my parents.
2. How do you show the people that are in your universe of obligation are valued?
 - I show the people that are in my universe of obligation are valued by showing them affection and love.
3. How might mainstream media influence the way society defines its Universe of Obligation?
 - Mainstream media might influence the way society defines its Universe of Obligation by portraying heroes and villains in movies such as Russians, Muslims, etc. The news, TV stations, social media giving information, gossip, etc.
4. What might be the consequences for those that are not within a society's Universe of Obligation?
 - The consequences for those that are not within a society's Universe of Obligation might be treated differently or get judged.

Part 1 is Now Complete! Part 2 is below.

The Universe of Obligation & Human Rights

What to do:

Read and annotate the following article to help you understand the reasons for creating the Universal Declaration of Human Rights.

Answer the questions that follow.

What does it mean to be a member of a group? In groups we meet our most basic needs; in groups we learn a language and a culture or way of life. In groups we also satisfy our yearning to belong, receive comfort in times of trouble, and find companions who share our dreams, values, and beliefs. Groups also provide security and protection from those who might wish to do us harm. Therefore, how a group defines its membership matters. Belonging can have significant advantages; being excluded can leave a person vulnerable.

A society's universe of obligation can change. Individuals and groups that are respected and protected members of a society at one time may find themselves outside of the universe of obligation when circumstances are different—such as during a war or economic depression. Beliefs and attitudes that are widely shared among members of a society may also affect the way that society defines its universe of obligation. For instance, throughout history, beliefs and attitudes about religion, gender, and race have helped to determine which people a society protects and which people it does not.

The Holocaust was such a moment in history where the universe of obligation shifted in a nation leading to the exclusion of several groups including Jews, Poles, Roma, Sinti and homosexuals. State sponsored propaganda and media helped to shape people's beliefs about who was deserving of rights and who wasn't. The mass execution of these groups in the holocaust sparked an international desire for peace. It also encouraged the attempt to create a system of principles that could ensure the protection of basic human rights and dignity.

Eleanor Roosevelt, a longtime activist on behalf of minorities, women, workers, and refugees, became the Chairperson of the UN Commission on Human Rights. She worked with a small group of representatives from countries around the world to define the most essential universal rights and to establish them in an official document. Once finished, she urged the United Nations General Assembly to approve the Universal Declaration of Human Rights. On December 10th 1948, the nations of the world approved, almost unanimously this detailed list of rights that every human on the planet should enjoy. The work to secure these human rights around the world remains an ongoing struggle.

1. Why is the Universe of Obligation of a nation important?
 - The Universe of Obligation of a nation is important because it has significant advantages. For example you receive government protection.
2. What connection does the media have to our universe of obligation?
 - The connection that the media has to our universe of obligation is that it shapes people's beliefs about who has deserving of rights and who doesn't. For example, the coverage of the bombing of Pearl Harbor and the propaganda against Japanese people made it easier to gather up Japanese Americans and for them into camps.

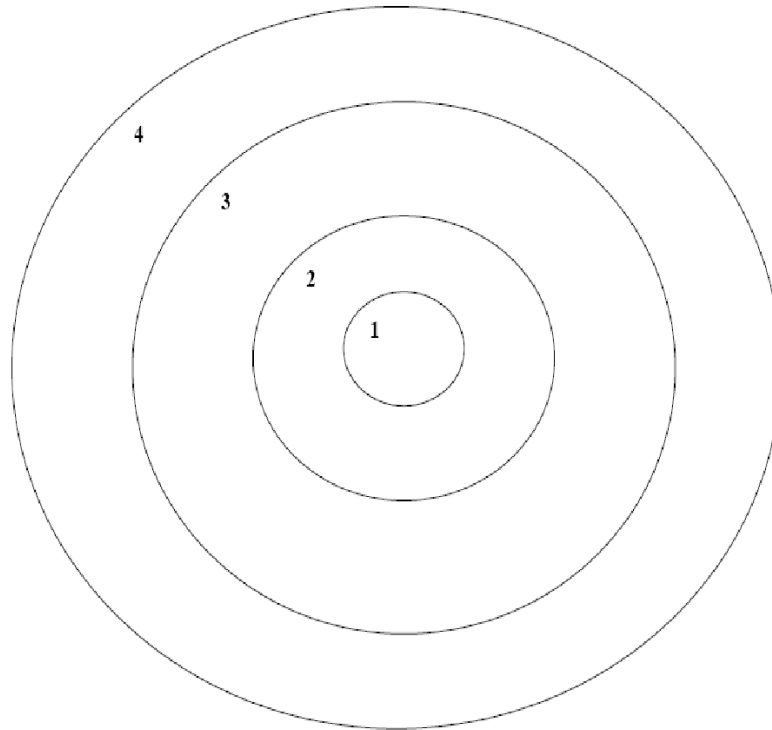
3. What is the Universal declaration of human rights?
 - The Universal declaration of human rights is a document that defines the most essential universal rights that every human should have.

4. Why did people feel it was necessary?
 - People felt like it was necessary to have the Universal declaration of human rights because throughout history, beliefs and attitudes about religion, gender, and race helped to determine which people a society protects and which people it does not.

YOUR Universe of Obligation

What to do:

Follow the steps (1-4) to complete the chart to create your own Universe of Obligation.
Answer the reflection questions.



Circle 1 , write your name:	<div style="background-color: black; width: 100px; height: 1.2em;"></div>
Circle 2 , write the name of people to whom you feel the greatest obligation. (For Example: people for whom you would be willing to take a great risk or put yourself in peril for)	-My father/mother/brother -My VERY close friends that I trust with my life
Circle 3 , who are the people on the next level? (These are people to whom you have some obligation, but not as great as in Circle 2.)	-My close family members that I respect and love. -My dog, Chewy -My close friends that I fairly trust. -Content creators that make the world a more liveable place by bringing happiness to many -My teachers who make learning fun and actually care about their students (Like you ms. Naegele! :D)

<p>Circle 4, who are the people on the next level?</p> <p>(These are people to whom you have some obligation, but not as great as in Circle 3.)</p>	<p>-Friends I just met a while ago -Good people</p> <p>(Outside the circle also known as people I would not care/have minimal care about): -People who make the world worse -Bad people</p>

Reflection Questions: Answer the reflection questions in complete sentences.

1. In whose universe of responsibility do you reside?
My close family and close friends, each care about me and I care about them
2. How do you show the people that are in your universe of obligation are valued?
By hanging out with them and just having a nice time chatting/playing together
3. How might mainstream media influence the way society defines its Universe of Obligation?
Media is dangerous, it amplifies what people do. You slip up once and you will start a controversy that depending if the majority are with you, you will be hated or loved by some people, stereotypes also warp the universe of responsibility.
4. What might be the consequences for those that are not within a society's Universe of Obligation?
People/Society may care less about them, they won't be helped in their time of need, and what happens then? Nothing good.

Part 1 is Now Complete! Part 2 is below.

The Universe of Obligation & Human Rights

What to do:

Read and annotate the following article to help you understand the reasons for creating the Universal Declaration of Human Rights.

Answer the questions that follow.

What does it mean to be a member of a group? In groups we meet our most basic needs; in groups we learn a language and a culture or way of life. In groups we also satisfy our yearning to belong, receive comfort in times of trouble, and find companions who share our dreams, values, and beliefs. Groups also provide security and protection from those who might wish to do us harm. Therefore, how a group defines its membership matters. Belonging can have significant advantages; being excluded can leave a person vulnerable.

A society's universe of obligation can change. Individuals and groups that are respected and protected members of a society at one time may find themselves outside of the universe of obligation when circumstances are different—such as during a war or economic depression. Beliefs and attitudes that are widely shared among members of a society may also affect the way that society defines its universe of obligation. For instance, throughout history, beliefs and attitudes about religion, gender, and race have helped to determine which people a society protects and which people it does not.

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1. Why is the Universe of Obligation of a nation important?

You need allied nations around you to help you when you need help during supply crashes or assistance with conflicts like protection.

2. What connection does the media have to our universe of obligation?

The media can change people's minds about groups and topics in an instant. For example, you may not know someone in the world is struggling with something until the media covers. By covering these issues, they might find someone who is willing to help. It can also have the opposite effect. It can lead to groupthink. People take the media for what it is and not think critically about a situation.

3. What is the Universal declaration of human rights?

That everyone should be able to enjoy this world.

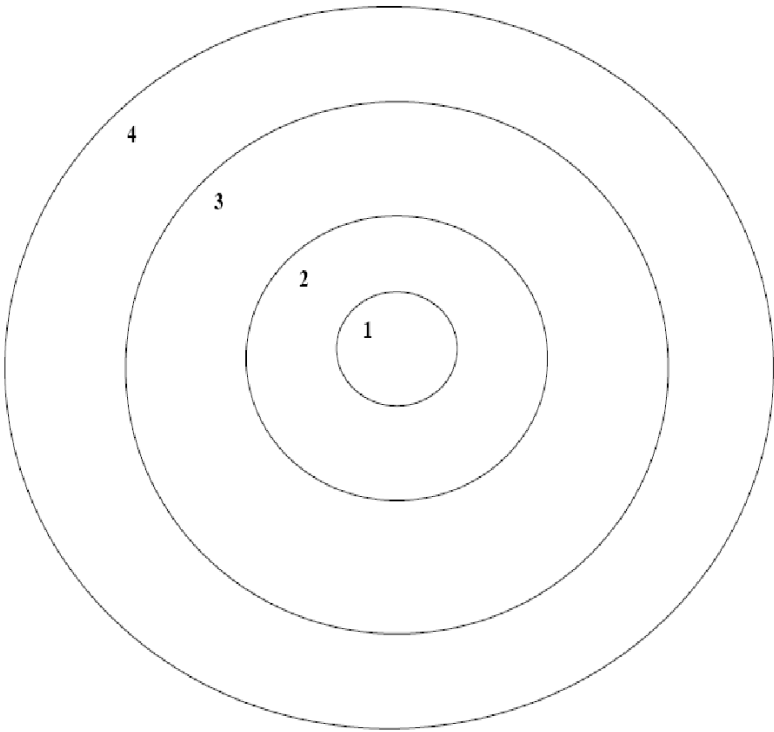
4. Why did people feel it was necessary?

Well, before/after/during the Holocaust many groups of people were left far from some people's universe of obligation, causing them to have less enjoyable lives, mainly because of Slavery, colonization, genocide, stereotypes, propaganda, and etc.

YOUR Universe of Obligation

What to do:

Follow the steps (1-4) to complete the chart to create your own Universe of Obligation.
Answer the reflection questions.



Circle 1 , write your name:	██████████
Circle 2 , write the name of people to whom you feel the greatest obligation. (For Example: people for whom you would be willing to take a great risk or put yourself in peril for)	Mom Dad Gabriel Evelyn Chloe
Circle 3 , who are the people on the next level? (These are people to whom you have some obligation, but not as great as in Circle 2.)	Raul Trinity Shelby
Circle 4 , who are the people on the next level? (These are people to whom you have some obligation, but not as great as in Circle 3.)	Ashley Bram Kathy John

Reflection Questions: Answer the reflection questions in complete sentences.

1. In whose universe of responsibility do you reside?

I reside in my parents and my siblings for sure. I assume that I am in my girlfriend's universe of responsibility since we've talked about being committed to each other.

2. How do you show the people that are in your universe of obligation are valued?

I pray for them when I do and try to do what they tell me to do. I make sure that they are ok and check up on them. I'll offer my help and try to help them with the best of my ability.

3. How might mainstream media influence the way society defines its Universe of Obligation?

I feel that a lot of people will be pressured to say that someone is higher up than someone because of popularity. Social media may want to make them live a fake life and set up scenarios that may not really happen.

4. What might be the consequences for those that are not within a society's Universe of Obligation?

They may be called social outcasts because they don't conform to society's norms. People will care less about them. They won't pray for them or make sure they're okay.

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What does it mean to be a member of a group? In groups we meet our most basic needs; in groups we learn a language and a culture or way of life. In groups we also satisfy our yearning to belong, receive comfort in times of trouble, and find companions who share our dreams, values, and beliefs. Groups also provide security and protection from those who might wish to do us harm. Therefore, how a group defines its membership matters. Belonging can have significant advantages; being excluded can leave a person vulnerable.

A society's universe of obligation can change. Individuals and groups that are respected and protected members of a society at one time may find themselves outside of the universe of obligation when circumstances are different—such as during a war or economic depression. Beliefs and attitudes that are widely shared among members of a society may also affect the way that society defines its universe of obligation. For instance, throughout history, beliefs and attitudes about religion, gender, and race have helped to determine which people a society protects and which people it does not.

The Holocaust was such a moment in history where the universe of obligation shifted in a nation leading to the exclusion of several groups including Jews, Poles, Roma, Sinti and homosexuals. State sponsored propaganda and media helped to shape people's beliefs about who was deserving of rights and who wasn't. The mass execution of these groups in the holocaust sparked an international desire for peace. It also encouraged the attempt to create a system of principles that could ensure the protection of basic human rights and dignity.

Eleanor Roosevelt, a longtime activist on behalf of minorities, women, workers, and refugees, became the Chairperson of the UN Commission on Human Rights. She worked with a small group of representatives from countries around the world to define the most essential universal rights and to establish them in an official document. Once finished, she urged the United Nations General Assembly to approve the Universal Declaration of Human Rights. On December 10th 1948, the nations of the world approved, almost unanimously this detailed list of rights that every human on the planet should enjoy. The work to secure these human rights around the world remains an ongoing struggle.

1. Why is the Universe of Obligation of a nation important?
The universe of Obligations of a country is very important because it will decide where it will allocate the resources it has available. For instance, when the Titanic was sinking, women and children were given priority for safety over men because they were viewed as more important, and therefore more women than men survived the sinking of the titanic.
2. What connection does the media have to our universe of obligation?
The media has the power to decide who and what gets the most attention in everyday life.

3. What is the Universal Declaration of human rights?

The Universal Declaration of Human rights is a document that several countries agreed on that list several rights that a person has no matter where they are in those countries have.

4. Why did people feel it was necessary?

They felt it was necessary because people not in the in-group were left to

“Journalism, Justice, and the Universal Declaration of Human Rights”

Examples of Student Work from Lesson 3

Which question are you going to answer? *

/ 0

- ☐ Why is it important for everyone to understand the Universal Declaration of Human rights?
- ☐ How might you uphold (support) the Universal Declaration of Human Rights?
- ☒ How could the news play a role in upholding (supporting) the Universal Declaration of Human Rights?
- ☐ Which type of rights (personal, political, social, cultural, or economic) are most important?
- ☐ Why do you think the writers of the Declaration of Human Rights decided to include political rights?

Add individual feedback

Remember to use reasoning and examples in your response below. *

/ 0

One of the ways that the news could support the Universal declaration of Human Rights is by broadcasting the ways that the Declaration of Human rights have been upheld before. This can be used as inspiration as ways that Humans should be treated. Since more people will know of the Human rights then hopefully it could become more of a social norm to uphold these rights. The more knowledgeable people are then the more the Human rights will be followed. This is important because some Human Rights can be violated in other countries and by Broadcasting the let downs then people can start to act in order to influence those countries to treat their citizens better.

Add individual feedback



Which question are you going to answer? *

/ 0

- ☐ Why is it important for everyone to understand the Universal Declaration of Human rights?
- ☐ How might you uphold (support) the Universal Declaration of Human Rights?
- ☐ How could the news play a role in upholding (supporting) the Universal Declaration of Human Rights?
- ☒ Which type of rights (personal, political, social, cultural, or economic) are most important?
- ☐ Why do you think the writers of the Declaration of Human Rights decided to include political rights?

Add individual feedback

Remember to use reasoning and examples in your response below. *

/ 0

The type of rights that are most important is Discrimination. For example, now in days African People and Hispanic people are being innocently killed by White Police Officers. AND people are even scared to look at the police

Individual feedback



It sounds like you're choosing "personal rights" because that includes freedom from discrimination. The killing of innocent people of color by police officers is a great example of discrimination. Good job connecting life experiences to class content!

The Universal Declaration of Human Rights

Overview

- Product of the holocaust
- Created by a group of nations throughout the world
- Outlines the fundamental human freedoms right to be **universally** protected.
- Although it is not a treaty or a legal obligation for countries, it gives people a framework of shared **values** they uphold and protect.
- It is the **responsibility** of everyone to uphold these values.

There are 5 types of rights outlined by this document:

Personal Rights	relating to equality / non discrimination
Political Rights	relating to the ability to participate in civil & political life
Social Rights	relating to the well-being of individuals
Cultural Rights	relating to participation in customs
Economic Rights	relating to work, education, and standard of living.

Group Document Analysis

What to do:

1. Locate the articles you were assigned in the [Universal Declaration of Human Rights](#).
2. Summarize the freedoms outlined in this article.
3. Categorize the type of right found in the article.

Assigned Article #'s	What freedoms does this article outline?	Highlight the type of right would you categorize this as?
1	This is saying that we are all equal and we should treat each other like family	<ul style="list-style-type: none"> ❖ Personal Rights ❖ Political Rights ❖ Social Rights ❖ Cultural Rights ❖ Economic Rights
7	It's saying that police and judges should treat all of us equally and that there should be no discrimination.	<ul style="list-style-type: none"> ❖ Personal Rights ❖ Political Rights ❖ Social Rights ❖ Cultural Rights ❖ Economic Rights
18	This article is saying that we have the right to believe in whatever we want and the freedom to practice their beliefs.	<ul style="list-style-type: none"> ❖ Personal Rights ❖ Political Rights ❖ Social Rights ❖ Cultural Rights ❖ Economic Rights

19	It's saying we have the right to share our opinions even on social media without being stopped.	<ul style="list-style-type: none">❖ Personal Rights❖ Political Rights❖ Social Rights❖ Cultural Rights❖ Economic Rights
21	This is saying that we can vote or become a member of the government.	<ul style="list-style-type: none">❖ Personal Rights❖ Political Rights❖ Social Rights❖ Cultural Rights❖ Economic Rights

[Exit Slip](#)

The Universal Declaration of Human Rights

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world, whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people...the peoples of the United Nations have... reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom, whereas Member States have pledged ... the promotion of universal respect for and observance of human rights and fundamental freedoms...

Now, therefore, the General Assembly, proclaims this Universal Declaration of Human rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures...

Article 1

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

Article 2

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

Article 3

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

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.

2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. 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, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

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 on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

“Journalism, Justice, and the Universal Declaration of Human Rights”

Examples of Student Work from Lesson 4

Full Name *

Class Period *

☐ 1st

☒ 4th

☐ 8th

What role does Journalism play in ensuring justice in society? (How do journalists help bring justice to communities?) *

Journalism plays a big role in ensuring justice in society because journalists investigate an issue that they think is important and share out more about it and bring out the truth. Journalism informs people of under-reported issues and helps people take actions, it helps protect our rights and future.

Full Name *

Class Period *

☐ 1st

☒ 4th

☐ 8th

What role does Journalism play in ensuring justice in society? (How do journalists help bring justice to communities?) *

Journalism helps shed light on the violation of human rights and injustice. Maria Ressa went to jail 10 times in 2 years while reporting on violations of human rights. Bringing awareness to violations, injustice while also helping people understand their rights can help people protect their rights. Showing what governments are doing to violate rights will help others see that things need to change. Once people know what rights they have and understand what they mean, more violations can be called out and injustice can be changed.

“Journalism, Justice, and the Universal Declaration of Human Rights”

Examples of Student Work from Lesson 5

Global Violations of UDHR Assessment

What to do:

1. : Read and annotate your choice with the Universal Declaration of Human Rights in Mind.
 - a. [HERE'S A LINK 1st PERIODS READINGS](#)
 - b. [HERE'S A LINK 4th PERIODS READINGS](#)
 - c. [HERE'S A LINK 8th PERIODS READINGS](#)
 2. Answer the following reading & reflection questions.
-

1. What is the title of the Under-reported news story that you read?

The title of the news story is "The Victims and Those Left Behind."

2. What marginalized groups voices/stories are being amplified in your news story?

The Navajo people from Arizona that were badly affected by the Uranium levels are being amplified in this news story.

3. What is the truth being revealed in your news story?

The truth being revealed in my news story is that big companies are getting away with poisoning Navajo peoples. The Navajo people were hired by the mining company because they needed a job but they didn't know that it was bad for their health and their families health. There is uranium on the Native land and people are dying and losing their children. No one, including the U.S. government is stopping them from doing this.

4. Based on your understanding of this news story, who do you think should be held accountable? Explain why based on the information in your text.

I believe that the mining companies should be held accountable for their actions because they were the ones that kept digging straight down knowing that uranium levels were really high, and they caused many deaths and illnesses.

5. What rights are represented in your story and how in the organizer below:

Universal Declaration of Human Rights:	Example from my reading:
Article 3: Right to life, liberty, and personal security	""When they did the blasting, it's almost like volcanic dust coming down," she said. "If you had a cup sitting there on the desk, it would fill up with dust after a day. It also contaminated the food. At the time, there were no refrigerators, so we would store our food outside or dug inside the ground. That's how we would keep it cool. There would be uranium dust all around the house." This shows that the Navajo people's right to life

	and security was taken from them. They were poisoned by this company resulting in loss of children and health issues.
Article 2: Freedom from discrimination	<p>“Maybe it’s you having children out of incest? Something’s wrong with your husband? Maybe there’s something wrong with you?”</p> <p>This violates freedom from discrimination because instead of the doctors quickly giving the children any medical care they instead are discriminating the woman because they believe that there is something wrong with her and her husband.</p>
Article #1: Equality	<p>“My code-talkers and our language made America freedom with their voices. Many victories in the Pacific War....we pledge to allegiance, but we have no justice at all with the Navajo people of what we’re dealing with now”</p> <p>This shows that the Navajo are not treated equally. They help America just as much as American citizens and often times more than them but still don’t receive the same government protections from big companies.</p>

6. Write two questions you have for the people in this article:

- How are your kids holding up to this day? Are they okay? Do they still have difficulties?**
- What was going through your mind while working for the mining company?**

Reading Assessment Grade

Standards	4 Exceeds Standards	3 Meets Standards	2 Approaches Standards	1 Does Not Meet Standards
<p><u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.2</u></p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or</p>	<p>→ Provides an accurate & detailed summary of the under-reported issue.</p> <p>→ Accurately identifies the aims of journalism within the</p>	<p>→ Provides an accurate summary of the under-reported issue.</p> <p>→ Accurately identifies the aims of journalism</p>	<p>→ Provides a summary of the under-reported issue that is largely accurate and complete but may contain one or two errors.</p>	<p>→ Does not provide an accurate summary of the under-reported issue.</p> <p>→ Doesn’t identify the aims of</p>

ideas develop over the course of the text. Questions 2-4	text including all key ideas that develop over the course of the text. → Uses information from the text to accurately identify a person/group to hold accountable.	within the text. → Identify a logical person/group to hold accountable.	→Partially identifies the aims of journalism or person/group to hold accountable.	journalism or the person/group to hold accountable.
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Content Assessment Grade

Standards	4 Exceeds Standards	3 Meets Standards	2 Approaches Standards	1 Does Not Meet Standards
RELEVANCE OF EVIDENCE CCSSRH.9-10.1: Cite specific textual evidence to support analysis or primary and secondary sources. Demonstrates understanding of the contents of the Universal Declaration of Human Rights. Question 5	Correctly identifies 3 rights from the Declaration of Human Rights that are represented in your article. Uses specific evidence directly from your article to support the rights you identified.	Identifies 3 rights from the Declaration of Human Rights that are represented in your article. Uses evidence that supports the rights identified.	Identifies 2 rights from the Declaration of Human Rights that are represented in your article. OR Identifies 3 rights that are loosely related to the article. Uses partial evidence to support the rights identified.	Does not correctly identify any rights from the Universal Declaration of Human Rights in their article. Does not attempt to provide evidence to support the rights identified.

Global Violations of UDHR Assessment

What to do:

1. : Read and annotate your choice with the Universal Declaration of Human Rights in Mind.
 - a. [HERE'S A LINK 1st PERIODS READINGS](#)
 - b. [HERE'S A LINK 4th PERIODS READINGS](#)
 - c. [HERE'S A LINK 8th PERIODS READINGS](#)
2. Answer the following reading & reflection questions.

1. What is the title of the Under-reported news story that you read?

Buzz of a Mosquito... But With the Sound of Grief: The Lives of India's Women Prisoners

2. What marginalized groups voices/stories are being amplified in your news story?

The marginalized group/voices that are being amplified are the voices of women prisoners in india.

3. What is the truth being revealed in your news story?

The truth being revealed is that the treatment and prison conditions for women are much worse than the conditions for men. Women have less freedom than male prisoners and have much less privacy and living space. The option for open prisons had only been offered to men, which had better living conditions and offered prisoners a near normal life experience. Even the food for women prisoners is worse than the food for the male prisoners.

4. Based on your understanding of this news story, who do you think should be held accountable?
Explain why based on the information in your text.

I think the government and those who run the prisons should be held accountable. There have been court cases to fight the gender inequalities going on in the prison. Before the court cases the government hasn't tried to fight or do anything about it. The government did agree to expand the system to women, but that took too long to do and was done in 2019, meaning that women prisoners have been suffering. Not only that but other prisons still haven't decided to extend the freedoms and privileges that male prisoners get to the women prisoners.

5. What rights are represented in your story and how in the organizer below:

Universal Declaration of Human Rights:	Example from my reading:
#25 Adequate living standard	The women prisoners couldn't shower more than once in 4-5 days, even during the peak of summer. There were insects in the female prisoners' food and there was a lack of hygiene, as well as one toilet being used for 44 other prisoners.
#12 Privacy	The women prisoners had no control over how

	their bodies were treated. They had to strip completely and the woman guards would touch/search every body part imaginable. They didn't even have their own private bathing times when they were allowed to shower.
#1 Equality	There are gender inequalities woven throughout the prisons. The male prisoners are granted with better living standards and are just generally treated better than the women prisoners. The males have more freedoms than the women prisoners.

6. Write two questions you have for the people in this article:
- Why are the women prisoners treated worse than the male prisoners?**
 - Do these conditions vary from prison to prison?**
 - Why do some prisons refuse to change and fix the living standards that female prisoners have?**

Reading Assessment Grade

Standards	4 Exceeds Standards	3 Meets Standards	2 Approaches Standards	1 Does Not Meet Standards
CCSS.ELA-LITERACY.R H.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. Questions 2-4	→ Provides an accurate & detailed summary of the under-reported issue. → Accurately identifies the aims of journalism within the text including all key ideas that develop over the course of the text. → Uses information from the text to accurately identify a person/group to hold	→ Provides an accurate summary of the under-reported issue. → Accurately identifies the aims of journalism within the text. → Identify a logical person/group to hold accountable.	→ Provides a summary of the under-reported issue that is largely accurate and complete but may contain one or two errors. → Partially identifies the aims of journalism or person/group to hold accountable.	→ Does not provide an accurate summary of the under-reported issue. → Doesn't identify the aims of journalism or the person/group to hold accountable.

	accountable.			
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Content Assessment Grade

Standards	4 Exceeds Standards	3 Meets Standards	2 Approaches Standards	1 Does Not Meet Standards
RELEVANCE OF EVIDENCE CCSSRH.9-10.1: Cite specific textual evidence to support analysis or primary and secondary sources. Demonstrates understanding of the contents of the Universal Declaration of Human Rights. Question 5	Correctly identifies 3 rights from the Declaration of Human Rights that are represented in your article. Uses specific evidence directly from your article to support the rights you identified.	Identifies 3 rights from the Declaration of Human Rights that are represented in your article. Uses evidence that supports the rights identified.	Identifies 2 rights from the Declaration of Human Rights that are represented in your article. OR Identifies 3 rights that are loosely related to the article. Uses partial evidence to support the rights identified.	Does not correctly identify any rights from the Universal Declaration of Human Rights in their article. Does not attempt to provide evidence to support the rights identified.

Inside Xinjiang's Prison State

Adapted from Pulitzercenter.org

By: Ben Mauk, The New Yorker

February 26, 2021



Xinjiang is one of the most ethnically diverse regions. In 2014, **Uighurs, Kazakhs**, and other predominantly Muslim minorities who lived in Xinjiang's urban centers were required to return to their home towns and receive new checkpoint passbooks, called "people's convenience cards," which restricted their freedom of movement. A system of roadblocks and checkpoints went up around

these communities. **#13 Freedom of movement** Police have collected DNA samples, voice recordings, fingerprints, and iris and facial scans of residents. Throughout the region, people's homes are marked with QR codes linked to information about each resident. Mandatory smartphone apps monitor citizens' movements and private messages. **#12 Freedom of Privacy** Chinese tech companies including Huawei have tested facial-recognition software capable of identifying Uighurs in a crowd.

In 2017 and 2018, authorities detained roughly a million Uighurs, Kazakhs, and other Muslim minorities in secret **reeducation centers.** First they targeted the religiously **devout**. Then, prominent academics, novelists, and film directors were also taken into custody. Police and security officers used broad pretexts to justify the detentions, including travelling abroad, having a beard, and owning a prayer rug. **#9 Freedom from arbitrary arrest**

In 2019, they claimed that detainees had "graduated." Evidence shows that many were **sentenced to long prison terms or forced labor instead.** **#4 Freedom from slavery or servitude** It is likely the largest internment of ethnic and religious minorities since the Second World War.

On the morning of August 16th, forty-three-year-old truck driver, Erbaqyt Otarbai, was summoned to a meeting with the police. One officer asked him questions in Chinese: When had he moved to Kazakhstan? For what purpose? With whom did he communicate? Did he go to a mosque? Did he pray? Otarbai answered honestly. He hadn't done anything wrong and wasn't worried. After two hours, the **officers released Otarbai but kept his cell phone, saying that they would review its contents.** **#12 Freedom of Privacy**

Later that evening, the police went back to pick up Otarbai. They told Otarbai that they'd found a problem with his household registration. Around 1 a.m., Otarbai was interrogated again. This time, his arms and legs were cuffed. When he asked what he'd done wrong, the officers replied that they were simply following instructions.

Otarbai learned that the police had found WhatsApp, a messaging app that is blocked in China, on his phone. Otarbai protested that the app was common in Kazakhstan, where he now lived. The officers asked if he knew what he had saved in his WhatsApp account. Otarbai immediately

understood what they meant. There were a few religious (Islamic) videos and inspirational images related to the practice of praying five times a day.

Otarbai, was taken into a detention center, with high walls and watchtowers called the Tacheng Regional Vocational Skills, Education, and Training Center. There detainees spent ten hours in a classroom: four hours each in the morning and afternoon, and two hours of review at night. Each day, guards woke the detainees around 6:30 a.m. “We would sing the Chinese Red songs every morning, every day,” Otarbai said.

Iron bars divided the classroom: students on one side and teachers on the other, flanked by rifle-wielding guards. Once the students were in the room, the door was locked. Each classroom accommodated eighty to ninety students. “Old people with vision problems would sit at the front,” Otarbai recalled. “The youngest ones—as young as eighteen—would sit at the back.”

Students were divided into different classes. At the lowest level, they learned basic Chinese words and numbers. For high-school and college graduates, like Otarbai, classes focussed on political indoctrination and, to an obsessive degree, they said, the dangers of Islam. “ ‘Religion is like an opium,’ they tell us,” Seituly recalled. “They talk about jihadists. They say that if someone doesn’t smoke or drink alcohol, they might be having extremist thoughts.” #18 Freedom of Belief

Otarbai was a surly prisoner, demanding his release and better treatment for him and his cellmates. As punishment, he frequently spent time in solitary confinement, in a squalid cell too small to lie down in. During one interrogation, guards forced him to strip, drenched him in water, and beat him. Another time, he was shocked with an electric prod. Detainees at other camps described similar experiences. #5 Freedom from torture

In 2018, new detention camps sprang up across Xinjiang. According to satellite-photo analyses by the Australian Strategic Policy Institute, the square footage of suspected camps in Xinjiang more than doubled that of the year before. Former detainees described striking similarities in the design of the camps. Door-locking systems, furniture, color-coded uniforms, and classroom layouts were often virtually identical from camp to camp.

After years of first denying the facilities’ existence, then claiming that they had closed, Chinese officials now say the camps are “vocational education and training centers,” necessary to rooting out “extreme thoughts” and no different from correctional facilities in the United States or deradicalization centers in France. #18 Freedom of Belief

A report issued by members of the U.S. Congress in March, 2020, said that top American corporations, including Nike and Coca-Cola, are suspected of benefitting from forced labor in factories in Xinjiang. #4 Freedom from slavery or servitude

Official claims that camp populations are declining may therefore be accurate, as detainees are increasingly sent to work in factories and on farms. #4 Freedom from slavery or servitude or else sentenced and transferred to conventional prisons. At least three hundred thousand more people have received formal prison sentences between 2017 and 2019 than in typical previous years, according to an analysis of government documents, public sentencing records, and testimonies conducted by Gene Bunin, the founder of the Xinjiang Victims Database.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

1 Equality

Everyone is born **free** and **equal** in **dignity** and with rights.



2 Freedom from Discrimination

You should never be discriminated against for any reason.



3 Life, Liberty and Security

Everyone has the right to life, liberty and personal security.



4 Freedom from Slavery

No-one shall be held in slavery or servitude.



5 Freedom from Torture

No-one shall be subjected to torture or to cruel or degrading treatment.



6 Recognition as Person Before Law

You have the right to be treated as a person in the eyes of the law.



7 Equality Before the Law

You have the right to be treated by the law in the same way as everyone else



8 Remedy by Tribunal

You have the right to remedy by competent tribunal.



9 Freedom from arbitrary arrest

No-one shall be subject to arbitrary arrest, detention or exile.



10 Fair Public Hearing

You have the right to a fair public hearing.



11 Innocent until Proven Guilty

You have the right to be considered innocent until proven guilty.



12 Privacy

No-one has the right to interfere with your privacy, family, or home.



13 Freedom of Movement

You have the right to freedom of movement in and out of the country.



14 Asylum

You have the right to seek asylum in other countries from persecution.



15 Nationality

You have the right to a nationality.



16 Marriage and Family

You have the right to marriage and to raise a family.



17 Property

You have the right to own property.



18 Freedom of Belief

You have the right to freedom of belief and religion.



19 Freedom of Opinion

You have the right to freedom of opinion and expression.



20 Freedom of Assembly

You have the right to freedom of peaceful assembly and association.



21 Take Part in Government

You have the right to take part in the government of your country.



22 Social Security

You have the right to social security.



23 Work

You have the right to desirable work and to join trade unions.



24 Rest and Leisure

You have the right to rest and leisure.



25 Adequate Living Standard

You have the right to a decent life, including food, clothing, housing, and medical care.



26 Education

You have the right to education



27 Participate in Cultural Life

You have the right to Participate in the Cultural Life of Community.



28 Social Order

You have the Right to a Social Order that Articulates this Document.



29 Mutual Responsibility

We all have a responsibility to the people around us and should protect their rights and freedoms.



30 Freedom from State or Personal Interference

There is nothing in this declaration that justifies any person or country taking away the rights to which we are all entitled.



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“Journalism, Justice, and the Universal Declaration of Human Rights”

Examples of Student Work from Lesson 7

Local Under-Reported News Story Assessment

→ Grading: This project allows you to revise the original content & reading standards from your global under-reported news story analysis.

What to do:

1. Choose an under-reported local news story.
 2. Read and annotate your choice with the Universal Declaration of Human Rights in Mind.
 3. Answer the following reading & reflection questions.
-

1. What is the title of the Under-reported local news story that you read?

The title of the under-reported local news story: Brain Damaging Levels of Lead & rising water bills are twin disasters for Chicago's low-income families.

2. What marginalized groups voices/stories are being amplified in your news story?

The marginalized group in this news story is the low-income families of Chicago who are charged high prices for water and those whose drinking water contains lead.

3. What is the truth being revealed in your news story?

The truth that is revealed in this news story is that Chicago is facing two problems surrounding water. Low-income families have trouble paying water bills because of raising prices. The reason the cost of water has increased was because of the city's failure to update the pipe system, now the low-income families can't afford to update their pipes. A total of 150,000 disconnections were issued and \$7 million in fees and fines were collected. Two million dollars came from the city's 10 poorest ZIP codes. This article also states that low-income families of color are most affected and have serious risks of having lead in their water. This news story explains how lead can have an impact on children and Chicago buildings use to have lead service lines.

4. Based on your understanding of this news story, who do you think should be held accountable?

Explain why based on the information in your text.

I think the city of Illinois should be held accountable due to their failure of not updating the pipe system, which is why low-income families are most affected when paying water bills. Also they were risking having lead in water.

5. What rights are represented in your story and how in the organizer below:

Universal Declaration of Human Rights:	Example from my reading:
#25 Adequate Living Standard	In my reading, it says children are facing lifetime consequences when they are exposed with lead from paint, soil in front yards, parks, and in the air. Not only that households are also shown to have increased risk in lead because Chicago wanted buildings to use lead service lines.
#1 Equality	In my reading, it says that low-income communities that were at high risk of lead in water were communities of color. Also they were given fines when they were desperate to have water and couldn't pay.
#24 Rest and Leisure	In my reading, it says that when low-income tenants or landlords fall behind on payments and their water shuts off; they experience extreme psychological and physical burdens of lacking water for basic functions.

6. Write two questions you have about this article/topic. (Who, What, Where, When, Why Questions)

- a. How should the low-income communities of color be helped when they are dealing with lead in water?
- b. What are the worst case scenarios when the situation of water containing lead and an increase of water bills is ignored?

Local Under-Reported News Story Assessment

→ Grading: This project allows you to revise the original content & reading standards from your global under-reported news story analysis.

What to do:

1. Choose an under-reported local news story.
2. Read and annotate your choice with the Universal Declaration of Human Rights in Mind.
3. Answer the following reading & reflection questions.

1. What is the title of the underreported local news story that you read?
Language Barriers Are Leaving Non-English Speakers Behind in the Vaccine Rollout
2. What marginalized groups voices/stories are being amplified in your news story?
The marginalized group is non-English speakers in Chicago's south side communities.
3. What is the truth being revealed in your news story?
Truth is that the state or city of Chicago didn't have a plan to help non-English speakers during the pandemic. There was no helpline where people who can't speak English could get their appointments to get the vaccine. They assumed that a non-English speaker can get their information from someone else like a friend or relative which isn't always the case. And the first-come-first-serve basis isn't helping either since signing up to get the vaccine would require interest, search skills, and English proficiency. This led non-English speakers to spend hours on an English based sign up portal to no avail. Making people who aren't fluent in English depend on someone else for information also allows for the spread of misinformation.
4. Based on your understanding of this news story, who do you think should be held accountable?
Explain why based on the information in your text.
The state should be held accountable to make sure that everyone has fair access to getting reliable information about the pandemic and vaccine considering the fact that in Illinois there are more than 60 languages spoken.
5. What rights are represented in your story and how in the organizer below:

Universal Declaration of Human Rights:	Example from my reading:
Article #2: Freedom from	"People, often family members

discrimination	<p>of non-English speakers, are spending hours on those English-based, sign-up portals, met constantly with messages of 'No upcoming appointments available.'"</p> <p>This demonstrates that vaccine rollout was not equitable.</p>
Article #3: Life, liberty and security	<p>"depending on their immigration status, it also adds to their fear of not knowing that this vaccine is safe or not."</p> <p>Poor planning has allowed for non-English speaking immigrants and undocumented immigrants to be unsafe. You can't protect yourself if you don't have accurate information.</p>
Article #22: Social security	<p>"But Quiñones said it is frustrating that creating a multilingual vaccine hotline has not been a higher priority for the state, given high rates of COVID-19 cases and deaths in Latino communities and the fact that the digital divide looks to be higher among immigrant communities."</p> <p>The government is supposed to provide security nets for vulnerable people.</p>

6. Write two questions you have about this article/topic. (Who, What, Where, When, Why Questions)
- What could we do to make the state prioritize making a multilingual helpline?
 - Why is it that a multilingual helpline isn't prioritized when in state, there's over 60 languages spoken?

Local Under-Reported News Story Assessment

→ Grading: This project allows you to revise the original content & reading standards from your global under-reported news story analysis.

What to do:

1. Choose an under-reported local news story.
2. Read and annotate your choice with the Universal Declaration of Human Rights in Mind.
3. Answer the following reading & reflection questions.

1. What is the title of the underreported local news story that you read?

The title of the underreported News story that I chose to read was **Chicago's gang database is full of errors - And records we have prove it**

2. What marginalized groups voices/stories are being amplified in your news story?

The victims in this story are people that have a record in the database of being or are suspected of being gang members (Mostly people of color and Hispanics).

3. What is the truth being revealed in your news story?

The truth that is being revealed in this article is that Chicago's police department adds to and uses a gang database that is full of errors. This database is then being used against people. Chicago's police officers suspect most people of color to be part of a gang. People can be placed on this list for their race, where they live, and some are even targeted as gang members just because the database identifies them as one. The database has been proven to be full of errors which is a problem when police officers are running a background check or criminal investigation. The database follows you for life, it keeps people hostage because of their past actions, and there is no way of getting your name removed.

4. Based on your understanding of this news story, who do you think should be held accountable?

Explain why based on the information in your text.

Based on my understanding of this news story I believe that Chicago's police department and officers should be held accountable for their actions. It is their responsibility to ensure justice and keep accurate/updated records of each case without bias. Chicago's police department and officers are at fault for assuming and accusing people based on where they live, the color their wearing, or their race.

5. What rights are represented in your story and how in the organizer below:

Universal Declaration of Human Rights:	Example from my reading:
#2 Freedom from discrimination	In my reading, a police officer had added the names of two men because of their race and because of the neighborhood they lived in. Also,

	mostly everyone in the database is a person of color: 70 percent are African-American and 25 percent are Hispanic.
#7 Equality before the law	According to my reading, people are targeted if the database identifies them as gang members or if in the past they were part of a gang. "Don't keep people hostage because of [their] past" (Williams). Just because you were a gang member in the past it does not mean you are one now. Police officers should not assume based on the database instead they should treat everyone equally and give them a chance to explain.
#9 Freedom from arbitrary arrest	In the text they state, "Officers enter information about everyone who is arrested, as well as many people who are stopped but not charged with a crime. --- Over the last three years, police added thousands of people they had never arrested." Later on, this could cause an ERROR in the database which could lead to being arrested for no actual reason at all.

6. Write two questions you have about this article/topic. (Who, What, Where, When, Why Questions)
- Today, What is the percentage of suspected gang members by race in Chicago?
 - Has Chicago's police department's database improved or gotten worse?
 - How has the database errors impacted the way others view Chicago?

Black, Catholic, and Conflicted

Adapted from Pulitzercenter.org

By: Sarah Cahalan

January 29, 2021



In his final sermon at Corpus Christi Catholic Church, Fr. Tony Anike stood on a fraying patch of carpet and preached an apocalyptic message to the churchgoers scattered between the sanctuary's crumbling walls.



“We don’t know what the future holds at Corpus Christi,” he began from his pulpit on Chicago’s South Side. His departure was a matter of routine reassignment, but bleaker changes, he predicted, seemed inevitable soon. “Prepare yourselves, my friends,” he went on. “Because next year will be interesting in this place.”

Though he didn’t admit it outright, the pastor’s warning essentially was that closure could be coming—and he’s not alone in sounding that alarm. Four predominantly Black Catholic Churches in the Archdiocese of Chicago have shuttered in the past two years, a number that will most likely grow thanks to the pandemic.

There’s good news and there’s bad news for Black Catholics in Chicago these days, and according to some of the faithful, the same establishment is responsible for both.

Pope Francis named Archbishop Gregory a cardinal in December 2020, making him the first African American to earn the position. Chicago’s own presiding Cardinal Blase Cupich’s officials have heaped similar praise on Friar. Tolton, in promoting his sainthood cause.

The Catholic Church has never canonized an African American, and now that just two steps stand between him and sainthood, Tolton is better positioned than most to one day reach the peak—Pope Francis named just 47 holy men and women to the rank of venerati last year, from a pool of thousands of nominees.

Believed to be the first African-American priest ever ordained, Tolton established Chicago’s first Black parish just blocks from where Corpus Christi stands today—all after being born into slavery and, on the basis of race, rejected from nearly every American seminary.

According to Kim Lymore, the trouble is simply that the church has done its fair share of persecuting. Lymore, a colleague of White’s at the Catholic Theological Union and a staff member at the South Side’s St. Sabina Faith Community, occupies a unique position. Thanks partially to a long history of media savvy, St. Sabina has a thriving congregation and comfortably secure coffers—secure enough to employ Lymore as one of the only full-time Black lay ministers in the Archdiocese of Chicago. Though her own parish faces minimal risk

of closure, the minister's rank has allowed her to see the inner workings of the system behind other churches' demise. Her verdict?

"It's racist," she says. "It's a racist kind of struggle."

In Chicago, she explains, most majority-Black parishes occupy old church buildings that wealthy families left during the "white flight" era of the last century. While people in the suburbs built new facilities, Black Catholics were left with energy-inefficient sanctuaries that were old—Corpus Christi, for instance, was once the tallest building on Chicago's South Side—but expensive to maintain.

That systemic disadvantage was intensified in 2018 when the archdiocese launched a new program called "Renew My Church", an initiative designed to close smaller churches and redirect people to other ones. Through the program, every church is set to be evaluated on factors, like mass attendance and financial self-sufficiency, on which Lymore says Black parishes are almost destined to fail. Add a pandemic, and a bad situation gets even worse.

"It's been a major blow to the church," she says. The hit to in-person attendance has caused an accompanying drop in collection-basket funds, which in turn has led "Renew My Church" leaders to accelerate the process of singling out those parishes least likely to bounce back. This is leaving thousands of Black Catholics vulnerable to parish mergers before they've even returned to their pandemic-ravaged pews.

According to the Pew Research Center's 2014 Religious Landscape Study, only 39% of American Catholics attend church every week—and that was before Sunday mass posed a public health risk. Since only 5% of African Americans identify as Catholic, majority-Black areas like the South Side are prime targets for cuts and closures.

"What increasingly happens is that the Church or the dioceses make arguments that, 'Well, we're not going to invest Catholic money into non-Catholic communities,'" says Cressler, the author of *Authentically Black and Truly Catholic: The Rise of Black Catholicism in the Great Migration*. "Which is a way of saying that we'll subsidize the creation of new, suburban, overwhelmingly white Catholic populations, and we will be forced to close the Corpus Christis of the world."

The fact that they would promote the sainthood of a Black Catholic while carrying out such disenfranchisement, he adds, is hardly a coincidence. "If he became a saint, yes, of course, there would be celebrated among Black Catholics," she says. But the community's problems—from crumbling infrastructure to closure threats—would remain.

Back at Corpus Christi, that means a departing pastor with little ability to preach good news.

"Christians are not people who are swayed by the fact that people are leaving," said Fr. Anike in his final sermon. "Christians are the ones who stay to the end." He was just unsure, at Corpus Christi, when the end might be.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

1 Equality

Everyone is born **free** and **equal** in **dignity** and with rights.



2 Freedom from Discrimination

You should never be discriminated against for any reason.



3 Life, Liberty and Security

Everyone has the right to life, liberty and personal security.



4 Freedom from Slavery

No-one shall be held in slavery or servitude.



5 Freedom from Torture

No-one shall be subjected to torture or to cruel or degrading treatment.



6 Recognition as Person Before Law

You have the right to be treated as a person in the eyes of the law.



7 Equality Before the Law

You have the right to be treated by the law in the same way as everyone else.



8 Remedy by Tribunal

You have the right to remedy by competent tribunal.



9 Freedom from arbitrary arrest

No-one shall be subject to arbitrary arrest, detention or exile.



10 Fair Public Hearing

You have the right to a fair public hearing.



11 Innocent until Proven Guilty

You have the right to be considered innocent until proven guilty.



12 Privacy

No-one has the right to interfere with your privacy, family, or home.



13 Freedom of Movement

You have the right to freedom of movement in and out of the country.



14 Asylum

You have the right to seek asylum in other countries from persecution.



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You have the right to a nationality.



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You have the right to marriage and to raise a family.



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You have the right to own property.



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You have the right to freedom of belief and religion.



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You have the right to freedom of opinion and expression.



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You have the right to freedom of peaceful assembly and association.



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You have the right to take part in the government of your country.



22 Social Security

You have the right to social security.



23 Work

You have the right to desirable work and to join trade unions.



24 Rest and Leisure

You have the right to rest and leisure.



25 Adequate Living Standard

You have the right to a decent life, including food, clothing, housing, and medical care.



26 Education

You have the right to education.



27 Participate in Cultural Life

You have the right to Participate in the Cultural Life of Community.



28 Social Order

You have the Right to a Social Order that Articulates this Document.



29 Mutual Responsibility

We all have a responsibility to the people around us and should protect their rights and freedoms.



30 Freedom from State or Personal Interference

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Examples of Student Work from Lesson 9



What to do:

1. Contribute to the jamboard by putting examples of each type of civic engagement/activism.
2. Put your name on your comment just in case we need some more explanation.



Advocacy & Awareness

To educate the public of a particular problem with the intention of influencing their attitudes, behaviors and beliefs towards the achievement of a defined purpose or goal.

**create
posters.
M.D**

**QR
codes?**

**Post things on
social media-
M.A.J**

**Have conversations
with other people
(neighbors, people
on our teams,
people in clubs)**

**Teach
little kids
at
Sandoval**

**Make a
website**

**inform people
and tell them
to spread the
word**

**Tell
friends
and family**

**Make
Flyers**

**Make a
short
video.
Y.I.G.**

**Make
posters
-J.A**

**Make an
educational
game**

Political Engagement

Voluntary activities taken to influence public policy.

**Send
letters to
politicians
-M.A.J**

**Call
politicians**

**Attend a
townhall**

**volunteering
in campaigns,
protest -J.A**

**Find out who
supports a
similar issue
and reach out
to them on
social media**

Community Engaged Research

Creation of new knowledge that contributes to the betterment of the community by working to understand an issue of public concern or inspire action.

Create a photojournalism project where you document the issue

Walk around gage park and write down the number of closed businesses there are.

Interview people about the topic and how it impacted them

Make a google form and gather data on the issue

Sit on a bench for an hour and count the number of times you see littering

Ask people to fill out a survey

Socially Responsible Behavior

Maintaining a sense of responsibility to the welfare of others when making personal decisions.

Staying away from saying heavy racial slurs and others that may hurt certain individuals- M.A.J

First, you should always make a decision with maturity. Don't disrespect others, and don't say anything you think is hurtful or rude. (have empathy) I.G

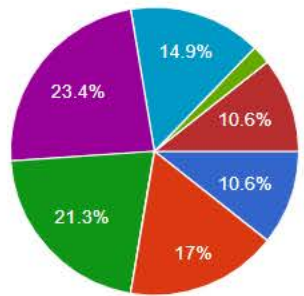
staying away from doing anything harmful. Y.I.G.

Think carefully about the actions your taking and how they might add to the issue you're researching

educate yourself on the slurs there are so that you don't disrespect anyone- L.G-R

What under-reported issue did you pick?

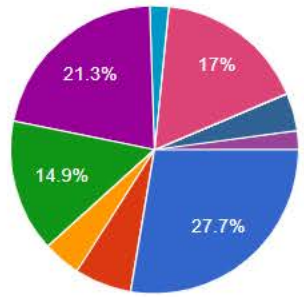
47 responses



- Closure of restaurants and businesses in Gage Park during the pandemic.
- Discrimination in vaccine rollout.
- Closing of Black churches in Chicago.
- Innocent people wrongfully placed on...
- CPS students' mental health during th...
- Water quality (lead) and price in Chica...
- Lack of LGBTQI+ education and awar...
- Food insecurity in Chicago.
- Underpayment of undocumented work...

How are you going to address this issue?

47 responses



- Signs and flyers, Social media posts (t...
- Make a website (to educate/raise awa...
- Creating QR codes with information (t...
- Have oral conversations to inform oth...
- Writing letters to politicians and other...
- Creating a photojournalism project (to...
- Conduct your own research through s...
- Record interviews (to create new infor...

“Journalism, Justice, and the Universal Declaration of Human Rights”

Examples of Student Work from Lesson 1015

Create a prototype

Determine the concrete action that you will take to solve the under-reported local issue of your choice. Complete the concept chart below that demonstrates how your solution will be implemented.

<p align="center"><u>Under-reported Issue Within My Community</u></p> <p>The under-reported issue within my community that deserves more attention is the high cost of water in low income neighborhoods. This was caused by water loss, lack of upgrades, how water usage is measured, billing frequency, inefficiency at home, and for-profit utilities. Low income minority neighborhoods are the most impacted because they cannot afford to upgrade the water systems in their towns. According to NPR, Falcia Campbell living in Chicago's Englewood neighborhood received a \$5,000 bill (Miller). While people in Evanston, a majority-white city that draws its water from Lake Michigan, pay \$13.71 for 5,000 gallons of water, residents from Englewood, a majority-black city, pay \$29.12 for the same amount of water from the same source (Gregory). If you cannot afford to pay the outrageous prices like Mrs. Campbell, your water supply is shut off. This impacts Chicagoans mentally; experiencing anxiety or depression caused by the constant threat of service interruptions because of nonpayment. They might also feel judged, ashamed, and hopeless. This also has a physical impact on Chicagoans. When people are lacking water, their bodies will become dehydrated, and will have adverse symptoms. For example fatigue, headache, weakened immunity, and dry skin. This doesn't have to be the story of so many Chicagoans' lives. The water rates in Chicago are voted and approved by the Mayor and the Chicago City Council. They have the power to fix this issue.</p>	
<p align="center"><u>The Solution:</u></p> <p>My proposed solution is to write a letter to the mayor and city council. In my letter, I will use convincing arguments to create a more equal way pricing water and propose that the city creates the fastest plan possible to fix old water pipes in communities that cannot afford them. It is my hope that this letter will show them that the public realizes what they're doing to them and that they make the right choice to fix this. With this issue being addressed, I hope that people in low income neighborhoods will be able to have their water reconnected and enjoy a more healthy and happy life.</p>	
<p><u>Needs:</u></p> <ul style="list-style-type: none"> -Computer -Working Internet -Reliable websites -Research time -Contact information for the mayor and city council -Maybe an envelope and stamp? 	<p><u>People:</u></p> <ul style="list-style-type: none"> -Mayor -Chicago City Council
<p><u>The process:</u></p> <ol style="list-style-type: none"> 1) Finding reliable sources to cite in my arguments. 2) Outlining my letter. 3) Have a teacher give my letter feedback. 4) Research how to contact the mayor and city council. 5) Revise my letter. 6) Send my letter. 	

<i>Prototype Feedback</i>	4 (Exceeding Standards)	3 (meeting standards)	2 (approaching standards)	1 (May need assistance)
Underreported Issue Within My Community.	A 3-5 sentence summary of an underreported issue within the community clearly identifying: → The root causes of the issue. → Who is impacted & how. → Global connections.	A 3-5 sentence summary of an underreported issue within the community identifying: → The root causes of the issue. → Who is impacted & how.	A summary that attempts to identify root causes and the impact. There are some misconceptions, stereotypes, assumptions, or inaccuracies.	There is little to no attempt to explain the issue. There is little to no clear explanation of the root causes/impact. There are major inaccuracies.
The Solution	Includes a 3-5 summary of the Solution Action clearly including: → intended audience → intended impact → Benefits → accountability measures	Includes a 3-5 summary of the Solution Action including: → intended audience → intended impact → Benefits	Includes a summary, but it is incomplete. Missing intended audience, impact, or benefits.	Does not include any summaries for a Solution Action.
Needs	Lists all potential needs to carry out possible solutions considering: → Funding → Buildings/locations → Individual or community actions	Lists at least 3 potential needs in order to carry out the possible solution.	Lists at least 2 potential needs in order to carry out the possible solution.	Does not list any potential needs in order to carry out possible solutions.
People	Lists all potential individuals, groups, and organizations they would like/need to be involved in the solution identifying a few actions that need to be taken by each one.	Lists some individuals, groups or organizations they would like/need to get involved with some suggested action steps.	Lists some individuals, groups or organizations they would like/need to get involved.	Does not name people who will develop solutions or who will be impacted.
The process	A very detailed outline of every step you and others (if applicable) need to take to implement this solution.	Outlines at least 5 steps that need to be taken by yourself to implement this plan.	Outlines at least 3 steps that need to be taken by yourself to implement this plan. OR Steps to implement the plan are unclear.	Re-states solutions OR Does not outline steps to implementing the plan.

Create a prototype

Determine the concrete action that you will take to solve the under-reported local issue of your choice. Complete the concept chart below that demonstrates how your solution will be implemented.

<p align="center"><u>Under-reported Issue Within My Community</u></p> <p>An underreported issue within my community that deserves more attention is the closure of businesses in Gage Park due to the pandemic. On March 17th, 2021 the Chicago Tribune posted an article titled "Chicago lost these 361 businesses during the pandemic. See what closed in your neighborhood." The COVID-19 pandemic led to a complete temporary shutdown of non essential businesses, slowed production, and eventually the permanent closure of small and large businesses everywhere. Although the government tried to help businesses by giving them money and average Americans stimulus checks to spend, it still wasn't enough. When I clicked on this list to see what had closed in my community there was no reporting. There's information on River North, Lincoln Park, Uptown, Hyde Park, Brighton Park, Rogers Park, Beverly and so much more but not a single reported business closure in Gage Park. I know we were not untouched by the pandemic. Family members and friends' parents lost their jobs and when I walk to school I see more boarded up windows in my town. After doing some more research online I couldn't find any reporting. Could it be because our neighborhood has a higher number of undocumented people who did not get stimulus checks? Could it be that small businesses in our neighborhood were discriminated against and not given aid? Or is it that they think no one will care if we're included in the data or not? How might this impact us in the future? What if the government decides to give aid to those other communities with reporting? Will we be left out?</p>	
<p align="center"><u>The Solution:</u></p> <p>My solution will involve community engaged research. I will make a survey to collect data on what businesses in Gage Park permanently closed during the pandemic. Once I have that data I will take photos of the closed businesses and create a photojournalism project that I will share with the Chicago Tribune. My hope is that reporters, my community and politicians see my project. I want my community to be seen and have a voice. I also don't want politicians to forget about us and maybe even feel motivated to help us. This could change the lives of my community by reminding them that they are important. If a politician finds a way to help grow businesses again, it could also improve the quality of life of people in my neighborhood.</p>	
<p><u>Needs:</u></p> <p>Computer Reliable internet Google drive Camera The contact information of someone at the Chicago Tribune</p>	<p><u>People:</u></p> <p>The general public Politicians Business owners</p>
<p><u>The process:</u></p> <ol style="list-style-type: none"> 1. Create a survey to gather data on what businesses have closed because of the pandemic. 	

2. Travel to these places and take pictures of them.
3. Create captions of my photos.
4. Have it checked by Ms. Naegele.
5. Revise
6. Send it to the Chicago Tribune.

<i>Prototype Feedback</i>	4 (Exceeding Standards)	3 (meeting standards)	2 (approaching standards)	1 (May need assistance)
Underreported Issue Within My Community.	A 3-5 sentence summary of an underreported issue within the community clearly identifying: → The root causes of the issue. → Who is impacted & how. → Global connections.	A 3-5 sentence summary of an underreported issue within the community identifying: → The root causes of the issue. → Who is impacted & how.	A summary that attempts to identify root causes and the impact. There are some misconceptions, stereotypes, assumptions, or inaccuracies.	There is little to no attempt to explain the issue. There is little to no clear explanation of the root causes/impact. There are major inaccuracies.
The Solution	Includes a 3-5 summary of the Solution Action clearly including: → intended audience → intended impact → Benefits → accountability measures	Includes a 3-5 summary of the Solution Action including: → intended audience → intended impact → Benefits	Includes a summary, but it is incomplete. Missing intended audience, impact, or benefits.	Does not include any summaries for a Solution Action.
Needs	Lists all potential needs to carry out possible solutions considering: → Funding → Buildings/locations → Individual or community actions	Lists at least 3 potential needs in order to carry out the possible solution.	Lists at least 2 potential needs in order to carry out the possible solution.	Does not list any potential needs in order to carry out possible solutions.
People	Lists all potential individuals, groups, and organizations they would like/need to be involved in the solution identifying a few actions that need to be taken by each one.	Lists some individuals, groups or organizations they would like/need to get involved with some suggested action steps.	Lists some individuals, groups or organizations they would like/need to get involved.	Does not name people who will develop solutions or who will be impacted.
The process	A very detailed outline of every step you and others (if applicable) need to take to implement this solution.	Outlines at least 5 steps that need to be taken by yourself to implement this plan.	Outlines at least 3 steps that need to be taken by yourself to implement this plan. OR Steps to implement the plan are unclear.	Re-states solutions OR Does not outline steps to implementing the plan.

Create a prototype

Determine the concrete action that you will take to solve the under-reported local issue of your choice. Complete the concept chart below that demonstrates how your solution will be implemented.

<p align="center"><u>Under-reported Issue Within My Community</u></p> <p>Employers taking advantage of undocumented immigrants is an underreported issue in my community that deserves more attention. Undocumented immigrants are people who weren't born in the United States and don't have a valid visa or immigration documentation. One of the biggest problems undocumented people face is financial instability. While a lot of undocumented immigrants work using a legal or false identity, a large portion of them find either day to day jobs or an employer who is willing to overlook their immigration status. Oftentimes undocumented people work under the table. If they do find a job, they are paid less than minimum wage and work long hours. If they complain, they run the risk of being threatened by their boss or coworkers, getting detained, and being deported. They also face discrimination and unjust treatment. This impacts their ability to provide for their families. Many don't have insurance and are not given health care assistance. Their children end up suffering as well because their parents have to work multiple jobs leaving older siblings to raise younger ones on their own. These Children can develop anxiety, stress, and depression, which can lead to suicide.</p>	
<p align="center"><u>The Solution:</u></p> <p>As for my proposed solution, I intend to educate the public about this issue. Since undocumented people are living in the shadows, afraid to complain, not many people know about these issues. I will create a QR code to direct people to a website that I make about the issue. I am hoping that business owners see this information and realize what they are putting undocumented immigrants through. I will make a lot of emotional arguments on my website to shame them into no longer being greedy. I am also hoping to catch the general public's attention and hopefully inspire them to use their voting power in the future to make changes. By informing them of all the struggles undocumented immigrants face I wish they change their mind of how they view and treat immigrants and give them more rights and access to help. This will also be beneficial to politicians as they will earn the trust of more people and they can show that they didn't only become politicians for the power but to act for a good cause. The intended result of this action is to create a more unbiased and accepting community for undocumented people in my community.</p>	
<p><u>Needs:</u></p> <ul style="list-style-type: none"> - A computer and internet access - Time to research more info - A weebly account - Images for my website - A QR code generator - A printer 	<p><u>People:</u></p> <ul style="list-style-type: none"> - Business owners - The general public - Politicians
<p><u>The process:</u></p> <ol style="list-style-type: none"> 1. Find photos & reliable information on the following: the Struggles of undocumented people, their importance and contribution to the economy and society, positive news about them, and how they are treated/ viewed 	

- a. Create a google doc or write notes in a notebook
 - b. Save and annotate important facts in articles
 - c. Read vertically and laterally about the sources I gather information from
2. Create a weebly account and make a rough draft of my website
 - a. Take all the info I've gathered and create a letter
 - b. Ask Ms.Naegele for tech assistance
3. Perfect the rough draft and make the final copy
 - a. Ask Ms.Neagale for feedback
4. Make a QR code that sends people directly to my website
5. Print the QR code and post it for people to see
 - a. Tape it on the bus stop benches on my way home
 - b. Ask Maria's if I could tape one on their window

<i>Prototype Feedback</i>	4 (Exceeding Standards)	3 (meeting standards)	2 (approaching standards)	1 (May need assistance)
Underreported Issue Within My Community.	A 3-5 sentence summary of an underreported issue within the community clearly identifying: → The root causes of the issue. → Who is impacted & how. → Global connections.	A 3-5 sentence summary of an underreported issue within the community identifying: → The root causes of the issue. → Who is impacted & how.	A summary that attempts to identify root causes and the impact. There are some misconceptions, stereotypes, assumptions, or inaccuracies.	There is little to no attempt to explain the issue. There is little to no clear explanation of the root causes/impact. There are major inaccuracies.
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The process	A very detailed outline of every step you and others (if applicable) need to take to implement this solution.	Outlines at least 5 steps that need to be taken by yourself to implement this plan.	Outlines at least 3 steps that need to be taken by yourself to implement this plan. OR Steps to implement the plan are unclear.	Re-states solutions OR Does not outline steps to implementing the plan.

Highlight and Fix

In this step we will be giving our classmates feedback on their prototypes. This gives us more the opportunity to learn from one another and add clarity to our writing resulting in more effective solutions.

Name of Reviewer	
What did you learn from the concept chart? OR What parts would you highlight as well done?	
What is an opportunity for growth? What are your suggested changes?	

Create a prototype

Determine the concrete action that you will take to solve the under-reported local issue of your choice. Complete the concept chart below that demonstrates how your solution will be implemented.

<p align="center"><u>Under-reported Issue Within My Community</u></p> <p>An underreported issue within my community that I am focusing on is global warming. This is caused by greenhouse gasses that are heating up the atmosphere. This should matter more to members of my community because it is raising the water levels of Lake Michigan leading to the destruction of the lake shore area. It has also led to more harsh weather in our community. A lot of people are now getting flooded basements. Also if we keep polluting there is a chance that we will not be able to drink from the lake any more.</p>	
<p align="center"><u>The Solution:</u></p> <p>My proposed solution is socially responsible behavior. I am going to try and improve my lifestyle in a way in which I can help the environment so that I can at least help slow down the process of what is currently happening. The intended audience is my friends and family. By changing my habits and talking about them with friends and family I will hopefully change the way they think about the issue and hopefully follow my example. This could lead to a larger movement that stops the process of global warming. We need to make sure our home doesn't get destroyed by our own hands, so we must change the way we do things no matter if a big change or small change. This will benefit us, the creatures, and plants around us. We just need people to listen, change and accept.</p>	
<p><u>Needs:</u></p> <ul style="list-style-type: none"> ❖ A computer and internet ❖ Time to research ways to change my lifestyle ❖ Time to research talking points to say to friends and family 	<p><u>People:</u></p> <ul style="list-style-type: none"> ❖ People who are willing to make a change ❖ My friends ❖ My Family ❖ Anyone willing to listen
<p><u>The process:</u></p> <ol style="list-style-type: none"> 1. Research ways to reduce global warming. 2. Compile all that research into talking points. 3. Make reminders on my phone to take action and document it. 4. Tell friends and family what I am doing and why. 5. Make this a habit. 	

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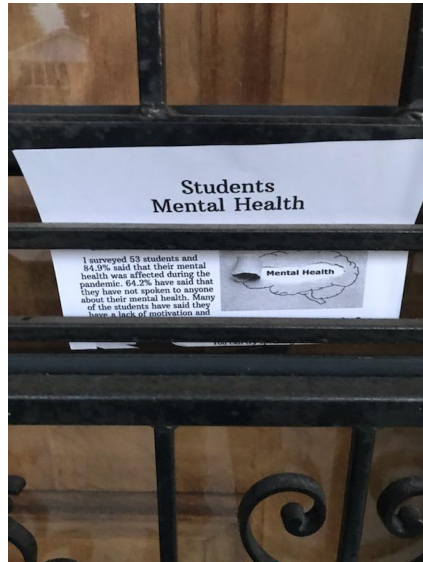
Create a prototype

Determine the concrete action that you will take to solve the under-reported local issue of your choice. Complete the concept chart below that demonstrates how your solution will be implemented.

<p align="center"><u>Under-reported Issue Within My Community</u></p> <p>Innocent people wrongfully placed on the Chicago Database is an issue within my community that deserves more attention. This is an issue because the Chicago Police Department created the Gang Database which is a bias system that stores information about people the Chicago police suspects are in a gang. People have been put on this list for the smallest things like wearing a certain color, having a tattoo, or even living in a rough neighborhood. According to Mijente, the list criminalizes people of color. 96% of this database is made up of black and latinx Chicagoans. What's even worse is that there is no way to get off of the system. You can't question it or prove your innocence. This is a major issue because it puts people in danger of being deported, rejected by employers, and ineligible for bond for minor offenses. This also leads to them being targeted more by police officers.</p>	
<p align="center"><u>The Solution:</u></p> <p>An action that I am taking to address this issue is creating a social media campaign to educate people on the database and their rights. I am hoping to educate my community members and protect them from being put onto the list. When you know your rights, you can minimize the amount of time you talk to law enforcement and hopefully keep your name off of the database. The people that will benefit from this are the innocent people in my community. I will know that this solution is working based on how many people like and share my information.</p>	
<p><u>Needs:</u></p> <ol style="list-style-type: none"> 1. Computer & internet access 2. My research organizer 3. My social media accounts 4. A picture to grab attention 	<p><u>People:</u></p> <ol style="list-style-type: none"> 1. Family 2. Friends 3. Community pages on social media
<p><u>The process:</u></p> <ol style="list-style-type: none"> 1. Find reliable information on the following: Chicago Gang Database, Amendments and Universal Declaration of Human Rights. <ol style="list-style-type: none"> a. Create a research document to organize all of my notes. 2. Create a rough draft of my social media post. 3. Show a teacher my draft to see if I need to change the wording. 4. Change anything that my teacher suggested to me to change. 5. Post it on all of my social media pages and the Gage Park community watch page on Facebook. 	

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Community Education and Awareness: Mental Health of Students During the Pandemic



Students Mental Health

Information

I surveyed 53 students and 84.9% said that their mental health was affected during the pandemic. 64.2% have said that they have not spoken to anyone about their mental health. Many of the students have said they have a lack of motivation and distance themselves from others.

How Can You Help?

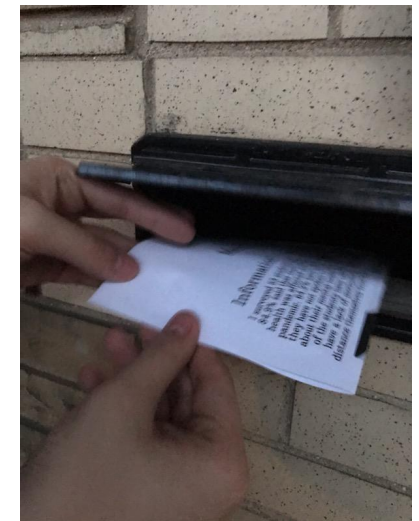
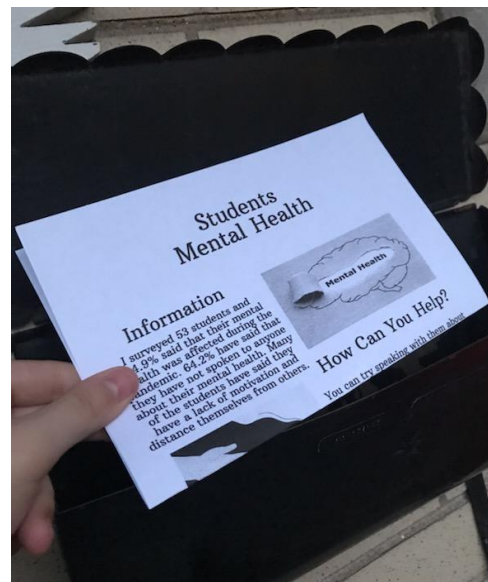

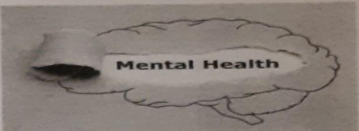
You can try speaking with them about how they feel. You can try to spend more time with the student and show them you care and are interested with what they say. You can show them that your there to help and want to help.

Resources

Sometimes students want help or need help from professionals. You could go to a school counselor or a therapist. There are also places like the National Alliance for Mental Illness-Chicago Helpline 312-563-0445

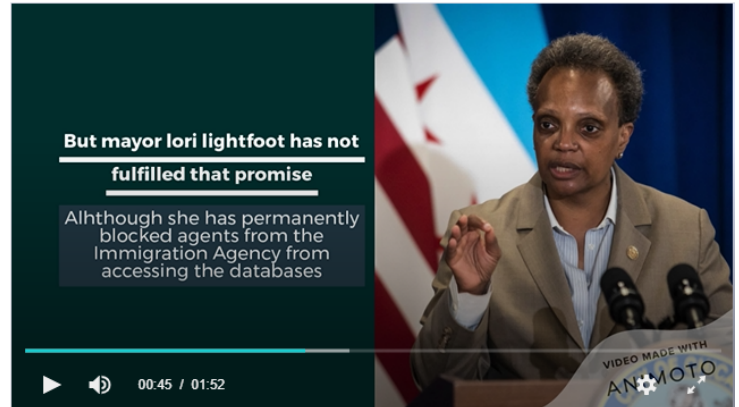
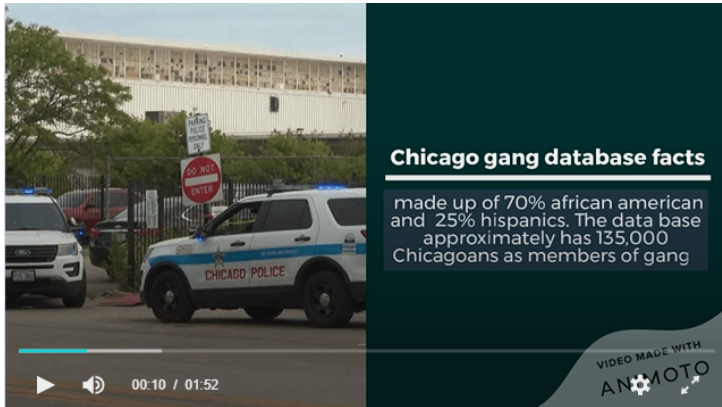
National Suicide Prevention Lifeline 1-800-273-8255

Illinois Mental Health Collaborative.



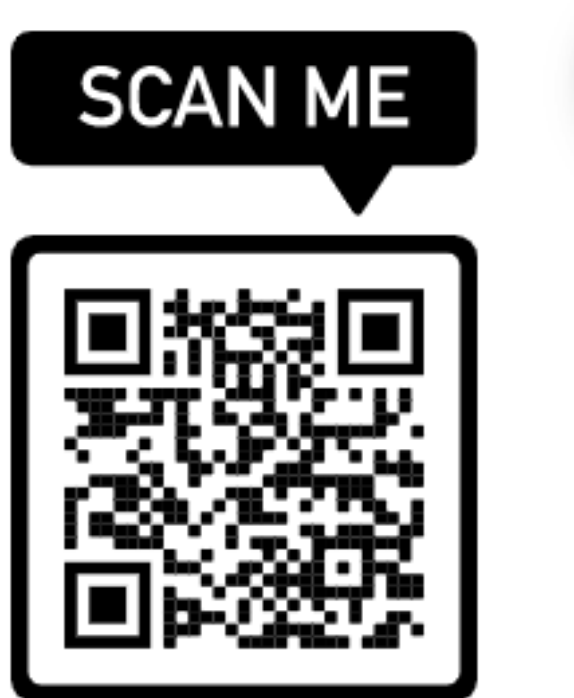
Community Education & Awareness: Chicago Gang Database

Here are some snapshots of my video:



Here is a link to my video: <https://animoto.com/play/vnong0i7g3Xv5gJYMLwYYA>

Here is the QR code I publicized:



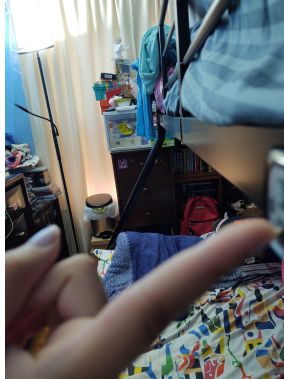
Socially Responsible Behavior:

Global Warming & Its Impact on Lake Michigan

What daily action did you take that will reduce the impact of your issue or address your issue?

The actions I have taken to reduce global warming is using less light/less power around the house. My entire family, myself included, leaves everything on in the house even if we're not there or using it. This contributes to the underreported issue I decided to research. A major contributor to global warming is the burning of coal, crude oil or other fossil fuels by power plants. The gasses released by burning these materials absorb the sun's warmth and heats the atmosphere causing a Greenhouse effect. This leads to a lot of symptoms we have felt here in Chicago like rising lake levels, heat waves, and increasingly intense storms (flooding our homes).

Here's photos of me conserving power:



We usually have this power strip on all the time for lights, fans, TV's and radios. Even when no one is in the room or while we're at school.

We usually leave little lights on and TVs on at night because we're used to sleeping with that.

We usually have all the lights on in the basement now we only use two at max.

Reflection:

Although it is not physically difficult to switch off the power it was really hard to remember to do it and start building a habit. While doing it, I really realized how much energy I waste. I also had to keep reminding my family to turn things off as well (which my mom kind of liked because we'll have a lower bill). I'm excited to see the graph on this month's electricity bill to see how much energy I saved! After talking to my parents about it we even decided to buy LED bulbs which I have been told to use a lot less energy. I feel like I can sustain this in the long term since my mom has been supporting me. I've been getting more accustomed to this habit. In a way I've been training my whole life and now it's the real deal.

POLITICAL ENGAGEMENT:

GAGE PARK'S UNDOCUMENTED WORKERS BEING TREATED UNFAIRLY

HERE'S MY LETTER:

Dear Gov. J.B Pritzker,

My name is [REDACTED], I am a 15 year old Freshman student at Solorio Academy highschool. I am contacting you to talk about the struggles of undocumented immigrants and potential solutions to improve their working conditions.

One of the biggest problems undocumented immigrants face is stereotypes. Many say that Undocumented people are criminals, rapists, and uneducated. While it is true that some undocumented people may struggle with the language barrier, the undocumented immigrants of my community are talented, hardworking, honest, moral, and educated people. Their contributions keep our community and many like it running. On top of all of that, most undocumented workers pay taxes and social security like every other member of the community but don't receive the same aid and benefits.

These stereotypes about undocumented workers lead to dangerous and unfair work environments. They even earn less than the minimum wage, work longer hours, and at times in more hazardous conditions. If they stand up for themselves they run the risk of being deported or threatened by their coworkers or boss.

Undocumented children also struggle, once they leave school they can't vote, drive or apply for a job. They also face discrimination and unjust treatment. They can develop anxiety, stress, and depression, which could possibly lead to suicide. Not only are undocumented immigrants struggling to live a peaceful life or as we call it "The American Dream" they are also being dehumanized by others who call them "Illegal Aliens".

As I see it, there is no reason for people to go through all this, because no matter where you come from, who you are, or how you look, we are all humans, so we should treat others with empathy. Undocumented immigrants are just people who try their best to provide for their families, they risk mostly everything, and for what? To be judged, discriminated against and put down. If we can fight for BLM and LGBTQ+ rights why can't we fight for undocumented immigrant's rights? What does this show to the rest of the world when the United States talks so much about Democracy, equality, and freedom but can't even resolve that within itself? These people are the base of the American economy. They keep it running as essential workers during the pandemic.

Therefore, I am asking that you prioritize undocumented immigrant rights and their needs. Please create protections for undocumented workers to safely file reports against employers. Please advocate for livable wages or enforce fair payment for all workers. I also believe that giving more medical and educational assistance would help them and the economy as they would be healthy, strong, and their knowledge will grow making it easier to find a job. Finally, I request we bring this issue into the light instead of keeping it locked up as underreported news with the hopes of more people getting involved and stepping up to take action.

Sincerely,

[REDACTED]

HERE'S CONFIRMATION THAT IT SENT:

City •

State

Zip •

Phone •

Email •

Affiliation

If you are writing on behalf of an organization, please enter the name here.

Subject

Position •

Comment •

Dear Gov. J.B. Pritzker,

My name is I am a 15 year old Freshman student at Solono Academy highschool. I am contacting you to talk about the struggles of undocumented immigrants and potential solutions to improve their living conditions.

One of the biggest problems undocumented immigrants face is stereotypes. Many Mexicans or Latin Americans, Africans, and Middle Eastern people are mostly targeted as "illegal" because of their race or origin. Many say that Undocumented people are criminals, rapists, and low educated. Undocumented immigrants can't



Office of Governor
JB Pritzker

Gov [Contact Us](#)
Request Submitted

Thank you. Your message has been received, and will be reviewed.

Community Education/ Awareness:

Lack of mental health services for children impacted by Chicago's violence

My Article:

Solorio News

Life for a child that lives around violence

By :Samantha Lopez

Almost every day a child has to deal with violence around their neighborhoods. I have seen and read about the violence and how the outcome of the situation can go very bad. Honestly, no child should go through any type of harm in any sort of way. The adults in the situation should take responsibility to their actions. Children would expect life to be like how they say it will be in television shows but sadly in reality it isn't the case in some kids' lives. There is a good amount of stories in newspaper articles talking about the violence happening around Chicago but, there isn't anybody talking about what the violence does to younger people. Children are impacted greatly by the violence around us but how can we help change that?

The children in these situations are suffering in all types of ways where I can't relate or believe that it is happening to them. According to research from the the Illinois Criminal Justice information authority(ICJIA)"A substantial number of children and adolescents are exposed to violence in their homes,schools, even in their communities.Unaddressed trauma resulting from these experiences can contribute to a host of mental, physical, plus developmental consequences for children and adolescents plus negatively impact families and communities." This research states that a good amount of children have to deal with being exposed to violence around them. All of these effects from violence can be even worse for families in support or in need of help or communities that aren't in their best shape.

In the neighborhoods of Chicago violence of any type is common. The violence can happen inside a home as well as outside a home. From a person that lives in Chicago I can hear gunshots being used in the streets. This is the sad reality people in our communities have to hear every now and then. According to an article by ICJIA "Although less commonly recognized, exposure to community violence, which includes domestic violence, exposure to violence, and bullying, also can result in serious long-term negative outcomes for children and youth. Community violence often is unpredictable and experiencing or witnessing violence in one's community can increase fear, distrust, plus feelings that communities, homes, and schools are unsafe." This statement helps to furthermore explain the outcome of the violence. There aren't any positive outcomes of the violence like not trusting others with things or even saying out loud of how the child is feeling can be hard to go past.



Scan Me

Please scan this survey and answer these questions before reading!

The violence the children face everyday is terrifying to even hear or talk about, but imagine the mindset of those children. It isn't the best I'm sure. The children in these situations have to deal with all these issues happening in their neighborhoods how will they ever feel safe in their neighborhoods? According to a source called KJA "The impact of victimization as well as violence exposure on children and youth has been well-documented. Children may experience PTSD, depression, in addition to that anxiety following direct victimization. Children and youth can experience multiple forms of violence across their homes, schools, and community, including child abuse, neglect, child sexual abuse, community violence, exposure to domestic violence, and bullying, among others." This statement adds on to how the violence affects the children's mental health. Loading the children (the victims) to have anxiety and depression. Like I said earlier on in the article violence can be experienced anywhere. Any time, any place as well as anybody can be involved in these crimes. None of these crimes are right to do to minors.

Now looking back at the question Children are impacted greatly by the violence around us but how can we help change that? We can use this newspaper to change how people see this problem in our communities and reflect on them. To see how people react before and after the reading of this article. You can help change as well as support the children affected by the violence just by doing the survey can help save a child.



Please scan this after reading article!!

Before reading survey:

Before newspaper survey

Please answer these questions honestly. There is no correct or incorrect answers just your opinion on this topic.

Your email will be recorded when you submit this form

Not snaegele@cps.edu? [Switch account](#)

* Required

Name? (First and last name) *

Your answer



Age? *

Your answer



After reading survey:

After newspaper survey

Please answer these questions honestly.

* Required

First and last name (below) *

Your answer

Age? *

Your answer