



## Unit 1: Basic Human Rights

### Teachers' Guide

#### Intermediate Level

### LESSON 2 Reflections on Identity through Song and Poem

FORMOREINFORMATIONTOHELPLYOUANSWERQUESTIONS THAT MAY COMEUP DURINGTHIS LESSON, REFERTO THE FREQUENTLY ASKED QUESTIONS SHEET "HUMAN RIGHTS AND CIVIL RIGHTS" AT THE END OF THIS LESSON.



#### Content Objectives

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

#### Rights Literacy Objectives

- Students express which rights are important to them

#### Language Objectives

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

information is not legal advice and is not a replacement for legal advice from a trained attorney. All information is current as of the date it was produced (September 2014)



KEY VOCABULARY:

Nouns	Verbs	Adjectives	Interrogatives
Woman/man	Have to	Friendly/Mean	Why?
Skills	To be	Favorite	What?
Places	To need	Happy/sad	Who?
Poem	To live	Worried	Where?
Education	To practice	Fluent	How old?
Race/ethnicity	Can	Older/younger	How long?

Immigrant

Should/Shouldn't

These lessons contain some basic information about U.S. law. This information is not legal advice and is not a replacement for legal advice from a trained attorney. All information is current as of the date it was produced (September 2014)



## Lesson Activities:

PART A) Who I am

In pairs, ask questions to

These lessons contain some basic information about U.S. law. This information is not legal advice and is not a replacement for legal advice from a trained attorney. All information is current as of the date it was produced (September 2014)



And I can unscrew the \_\_\_\_\_

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

I can do anything I want to  
I can do \_\_\_\_\_ I want, anything my heart tells me to do

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

#### PART C) Modal verbs & song "Lady in Spain"

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

These lessons contain some basic information about U.S. law. This information is not legal advice and is not a replacement for legal advice from a trained attorney. All information is current as of the date it was produced (September 2014)

Intermediate Level

Basic Human Rights Toolkit ESOL

These lessons contain some basic information about U.S. law. This information is not legal advice and is not a replacement for legal advice from a trained attorney. All information is current as of the date it was produced.



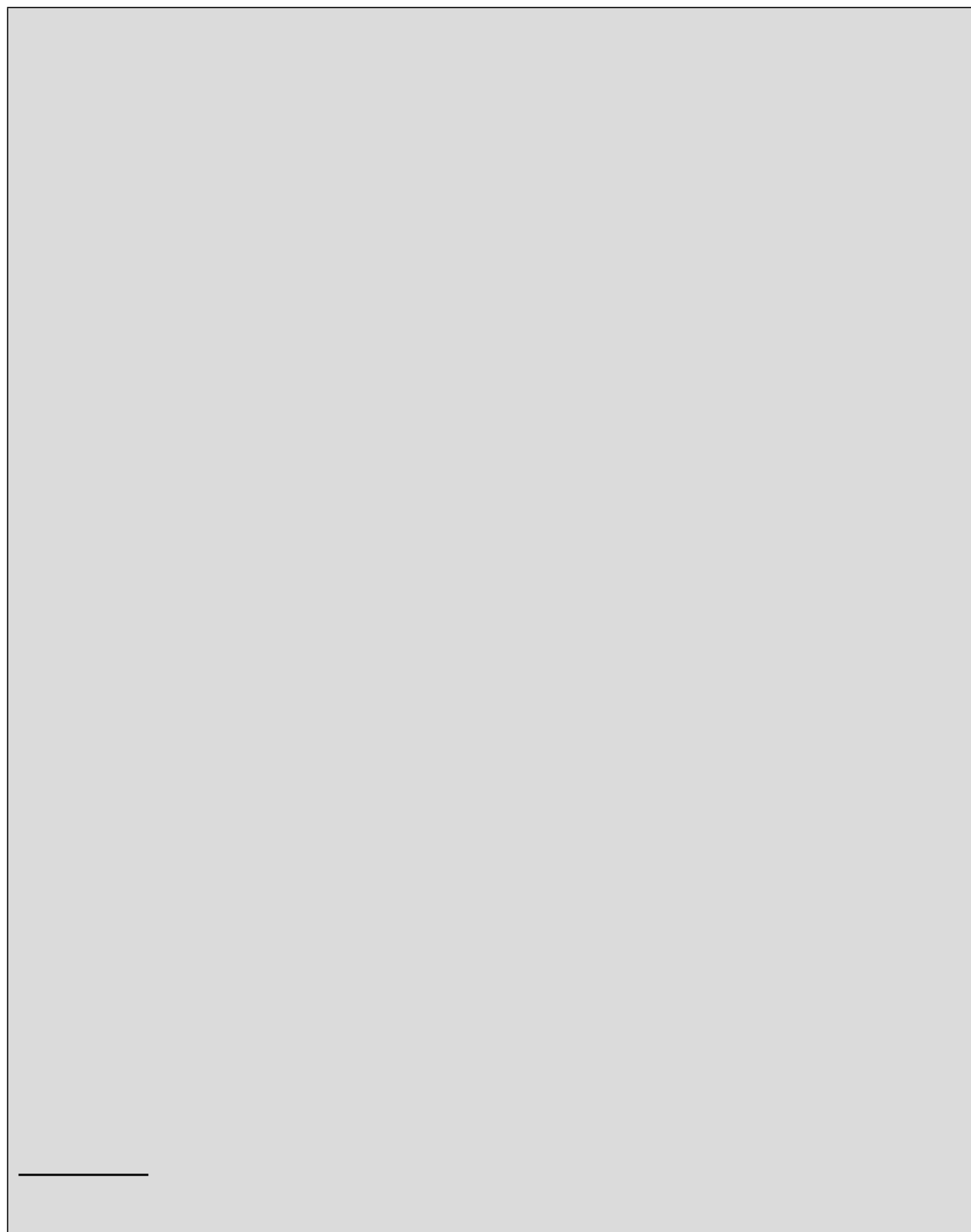
- What new ideas/content did you learn?
- What new vocabulary did you learn?
- What new rights did you learn?
- What was

Intermediate Level

Basic Human Rights Toolkit ESOL

These lessons contain some basic information about U.S. law. This information is not legal advice and is not a replacement for legal advice from a trained attorney. All information is current as of the date it was produced.





Intermediate Level

Basic Human Rights Toolkit ESOL

These lessons contain some basic information about U.S. law. This information is not legal advice and is not a replacement for legal advice from a trained attorney. All information is current as of the date it was produced.