

Unit 7

Human Rights

Objectives

After the completion of this unit, you will–

- know the basic human rights
- know what the Universal Declaration of Human rights contains.
- realize that every human being has these rights irrespective of their distinction, such as race, religion, country, etc.

Overview

Lesson 1: Are We Aware of These Rights - I?

Lesson 2: Are We Aware of These Rights - II?

Lesson 3: Rights to Health and Education

Lesson 4 : Amerigo, a Street Child

Lesson 5 : Human Rights

Answer Key

Lesson 1 : Are We Aware of These Rights - I?



1. Warm-up activity:

- Look at the pictures below. What is happening in each picture? What is common in the pictures?



2. Fill in gaps in the following articles of the *Universal Declaration of Human Rights* with appropriate words from the box below.

Of	With	Shall	Should	As	Human	To
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Article 1:All....beings are born free and equal to dignity and rights. They are endowed....reason or conscience and....act towards one another in the spirit....brotherhood.

Article 2:Everyone is entitled to uphold the rights and freedoms set forth in this Declaration without distinction of any kind, such....race, color, sex, language, religion, politics, national or social origin, property, birth or other status. Furthermore, no distinction.....be made on the basis.....the political, jurisdictional or international status of the country or territory to which a person belongs.

Article 3: Everyone has the right....life, liberty and security of a person.

3. How are the following words related to human rights?

- a. freedom of speech
- b. freedom of belief
- c. freedom of press
- d. right to education
- e. right to food
- f. right to safe shelter
- g. activism
- h. protection
- i. violation

4. What would you do in the following situations and why?

Group work

Discuss what you would do in the following situations and why.

Some of your friends do not agree with you on certain issues. They have their own beliefs but they are few in number. Will you impose your own beliefs on them? Why/Why not?

Some people tell you that they do not like what you are doing. Will you force them to keep silent as you are very powerful? Why/Why not?

Some people dominate others who belong to different gender or race or cultural identity. Do you support them? Why/Why not?

5. As human beings, what rights do men, women and children have? Make a list of the rights. If you don't know, imagine what the rights may include:

For example:

A human being has the right to express his or her opinion without any fear.

- i
- ii
- iii
- iv



6. Read the texts in Column A and match them with those in Column B:

Column A	Column B
a. No one shall be held in slavery or servitude; b. No one shall be subjected to torture or to cruel, inhuman c. Everyone has the right to recognition everywhere d. All are equal before the law and are e. No one shall be subjected f. Everyone has the right to freedom of movement and residence g. Everyone has the right to leave any country including his h. Everyone has the right to freedom of peaceful i. No one may be	i. within the borders of each state. ii. compelled to belong to an association. iii. own, and to return to his country. iv. entitled without any discrimination to equal protection of the law. v. to arbitrary arrest, detention or exile. vi. or degrading treatment or punishment. vii. as a person before the law. viii. assembly and association. ix. slavery and the slave trade shall be prohibited in all their forms.

- 6.1 Work with a friend and check your answers.**
- 6.2 Discuss whether these declarations are essentials for human beings or not.**
- 6.3 Write your arguments in favour of or against these declarations.**

Lesson 2: Are We Aware of These Rights II?

1. Warm up activity:

Pick up the day's newspapers (at least two) and find out stories about violation of human rights / rights of children, women, the disadvantaged, ethnic minorities, etc. and summarize them in a paragraph.





2. Read the following texts which are some of the articles of the Universal Declarations of Human Rights.

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 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 nonpolitical 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 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.



3. Match the words in Column A with their meanings in Column B:

Column A	Column B
a. asylum	i. conducting of legal proceedings against someone
b. arbitrarily	ii. the closing down or dismissal of an assembly, body etc.
c. prosecution	iii. an inner feeling or voice which directs one's behaviour
d. dissolution	iv. protection granted by a nation to someone who left his or her native country or as a political refugee .
e. conscience	v. clear or obvious to the eye or mind
f. manifest	vi. authentic
g. genuine	vii. the right to vote in political election
h. suffrage	viii. determined by chance, whim or impulse and not by reason or principle

- Refugees who have to leave their own countries for political, economic and other reasons have to lose many of the rights above. The provision of which articles above are denied to them?
- What do you think freedom of expression and freedom of assembly imply? Write a paragraph explaining what you mean by the terms.
- Write a paragraph on any of the ethnic groups in Bangladesh. (Not more than 150 words).

Lesson 3 : Rights to Health and Education



1. Warm-up activity:

- Discuss what you see in the pictures above.
- Discuss in small groups what each of you think the term 'Human Rights' means. See if the points you come up with are similar to the ones described in the text below.



2. The following text has extracts from the Universal Declaration of Human Rights and are about health and education. Read them and say whether your country has been able to comply with these declarations.

Article 25: (1) Everyone has the right to a standard of living adequate for the health and well-being of oneself and of one's 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 one's 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.

Your opinion: I think my country has been able/not been able to comply with this because

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.

Your opinion: I think my country has been able/not been able to comply with this because

3. Log into <http://www.un.org/en/documents/udhr/> and find out:

- a. How many articles are there in the declaration?
- b. How many have not been mentioned here? Briefly discuss one of them.

4. Write an essay of 300 words using the answers to the following questions:

- a. What is the Universal Declaration of Human Rights?
- b. Which organization has formulated this declaration?
- c. Why is this declaration made?
- d. Which are the most important declarations to you?
- e. Did you know them beforehand?
- f. How will the knowledge of this declaration help you as a citizen?

5. It is said that education makes an individual aware of his / her own rights and the rights of others. Do you think this has been the case with you? If not, why not?

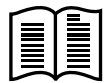
Lesson 4 : Amerigo, a Street Child

1. Warm-up activity:

Look at the pictures and then discuss the following questions:



- Who are these children?
- What would you call them in your own language?
- What are they doing?
- Do these pictures contradict the idea behind the Universal Declaration of Human Rights?
- Have you seen such children in your locality? What problems do they have in their lives?



2. Read the following story and answer the questions that follow:

My name is Amerigo. I am 13 years old and I live on the street, alone. My mother, who is separated from my father, doesn't want me. She told me to go away. Now she is married to another man. My father lives very far away. I want to go to him, but he won't take me either. I begged him to send me some money so that I could buy a bus ticket. I am still waiting. He hasn't answered.

The streets are now my home. Sometimes I find work. I used to collect trash and sell it to a vendor. I stopped doing that after I had a serious infection and a doctor told me to stay away from the trash dump. Once I worked for an ice cream shop owner and sold ice cream on the beach. But I got no money in return. The owner of the shop gave me something to eat, and let me sleep in his hut at night. The work was difficult and painful. The ice cream box is quite heavy when it is full. I had to walk for hours, offering my ice cream to whoever wanted to buy. There were days when I could not even sell one ice cream.

In a way, I am lucky because I am alive. My friends who work sorting rubbish in dumps often suffer from serious diseases. One of them was recently killed after he fell into a hole that opened up in the pile of trash. Many of us work for 10 to 12 hours, and get so little in return that we can't even buy food.

Shoe-shining is very popular among the street kids. A few of my friends also work in factories and workshops. A boy I know lost one of his eyes after a piece of hot glass flew into his eye at the glass factory where he worked. The owner refused to pay for medical help and fired him.

For me, like all other children on the street, it is very hard. I am always hungry, and I don't know where I will sleep the next night. I would like to live in my own home and sleep there in peace. The nights are very cold in the winter. You can die of cold in the street.

[Taken from <http://www.un.org/cyberschoolbus/humanrights/stories/amerigo.asp>, accessed on 10/05/2014]



3. Answer the following questions:

- a. Why are Amerigo's parents unwilling to take him?
- b. What was Amerigo's first job? What did he stop doing that job?
- c. How was Amerigo's experience of selling ice cream?
- d. How does Amerigo evaluate his life now?
- e. What does Amerigo desire now?
- f. If you were Amerigo, what would you do?
- g. Have you ever met a boy or a girl like Amerigo? If yes, write about him/her.
- h. What should society do for children like Amerigo?

4. Make a list of the differences between your and Amerigo's lives:

Amerigo's life	My life (similarities)	My life (dissimilarities)
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.

Now use these points and write a paragraph on the similarities and dissimilarities you have with a street child.

5. **Read the first paragraph of Amerigo's story. What form of speech is used here- direct or indirect speech?**
6. **Now read the following text. What form of speech is used here: direct or indirect?**
His name was Amerigo. His father lived very far away. He wanted to go to his father, but he (the father) won't have taken him either. He had begged him (his father) to send some money so that he could buy a bus ticket. He was waiting. However, his father hadn't answered.
7. **Convert the following text into indirect speech:**
Amerigo says, "In a way, I am lucky because I am alive. My friends who work sorting rubbish in dumps often suffer from serious diseases. One of them was recently killed after he fell into a hole that opened up in the pile of trash."
8. **Identify the meaning of the following words:**
 - g. Rubbish
 - h. Pile
 - i. Trash
 - j. Vendor
 - k. Infection
 - l. Beach
 - m. Refuse
 - n. Peace
9. **Summarise Amerigo's story in 150 words and give it a title which is different from the title of the lesson.**

Lesson 5 : Human Rights



1. **Warm-up activity:**
 - In a group talk about the child labour situation in Bangladesh. You must have seen children as young as 7 or 8 working in households, shops, rickshaw or motor garages and in a number of other professions. Do you think they can exercise any of their rights?
 - How do employers treat child labourers? What human rights do the employers violate?
 - Write a page on the plight of street children in our cities.



2. Now read this poem and see what happens to a young boy who was doing a man's work.

The boy was working alone sawing wood in a yard in rural New England. There were no adequate protections for him, and the inevitable happened towards sunset one day when his sister announced the time for supper.

The poem has been written by the American poet Robert Frost (1874-1963), who is known for his poems—mostly set in New England, in the North-Eastern part of USA - which depict the social realities and the philosophical concerns of his time.

Out, Out-'

by Robert Frost

The buzz saw snarled and rattled in the yard
 And made dust and dropped stove-length sticks of wood,
 Sweet-scented stuff when the breeze drew across it.
 And from there those that lifted eyes could count
 Five mountain ranges one behind the other
 Under the sunset far into Vermont.
 And the saw snarled and rattled, snarled and rattled,
 As it ran light, or had to bear a load.
 And nothing happened: day was all but done.
 Call it a day, I wish they might have said
 To please the boy by giving him the half hour
 That a boy counts so much when saved from work.
 His sister stood beside him in her apron
 To tell them 'Supper.' At the word, the saw,
 As if to prove saws knew what supper meant,
 Leaped out at the boy's hand, or seemed to leap —
 He must have given the hand. However it was.
 Neither refused the meeting. But the hand!
 The boy's first outcry was a rueful laugh,
 As he swung toward them holding up the hand
 Half in appeal, but half as if to keep
 The life from spilling. Then the boy saw all —
 Since he was old enough to know, big boy
 Doing a man's work, though a child at heart —
 He saw all spoiled. "Don't let him cut my hand off
 The doctor, when he comes. Don't let him, sister!"
 So. But the hand was gone already.
 The doctor put him in the dark of ether.
 He lay and puffed his lips out with his breath.
 And then—the watcher at his pulse took fright.
 No one believed. They listened at his heart.
 Little - less - nothing! - and that ended it.
 No more to build on there. And they, since they
 Were not the one dead, turned to their affairs.



3. Answer the following questions:

- a. What happens to the boy at the end?
- b. What attitude of society to the tragic incident is reflected in the last two lines of the poem?
- c. What does “supper” mean in the poem: meal or death or both?
- d. What does it mean by "Little - less - nothing!"?
- e. Who is responsible for the boy’s death?

4. Learn the meanings of the following words:

- | | |
|-------------|-----------|
| a. Buzz-saw | d. Apron |
| b. Snarl | e. Spill |
| c. Rattle | f. Plight |

5. Complete the summary of the poem:

The poem features the story of a boy who accidentally cuts off his own hand with a buzz saw while doing yard work. While a doctor comes



Answer Key

Lesson 1

2.

Article 1: All human beings are born free and equal to dignity and rights. They are endowed with reason or conscience and shall act towards one another in the spirit of brotherhood.

Article 2: Everyone is entitled to uphold the rights and freedoms set forth in this Declaration without distinction of any kind, such as race, color, sex, language, religion, politics, national or social origin, property, birth or other status. Furthermore, no distinction should be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs.

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

3.

- a. freedom of speech – everyone should have the liberty to give his opinion.
- b. freedom of belief – everyone should have the right to put faith in whatever he wants to.
- c. freedom of press – the authority should not curb the publications in social media.
- d. right to education – the authority must ensure proper educational facilities for every child.
- e – right to food – the authority should take proper steps to make food available for every individual.
- f – right to safe shelter – Everyone should have the right to have place for residence.
- g – activism – A citizen can want changes in society for his own good.
- h – protection – A citizen should have protection of the state.
- i – violation – A citizen should not violate the rules of the state.

5.

- i. Every human being is born free.

- ii. Human beings are endowed with reason and conscience.
- iii. Human beings are act towards one another in the spirit of brotherhood.
- iv. Every human being has the right of life, security and liberty of a person.

6.

<ul style="list-style-type: none"> a. No one shall be held in slavery or servitude; b. No one shall be subjected to torture or to cruel, inhuman c. Everyone has the right to recognition everywhere d. All are equal before the law and are e. No one shall be subjected f. Everyone has the right to freedom of movement and residence g. Everyone has the right to leave any country including his h. Everyone has the right to freedom of peaceful i. No one may be 	<ul style="list-style-type: none"> ix. slavery and the slave trade shall be prohibited in all their forms. vi. or degrading treatment or punishment. vii. as a person before the law. iv. entitled without any discrimination to equal protection of the law. v. to arbitrary arrest, detention or exile. i. within the borders of each state. iii. own, and to return to his country. viii. assembly and association. ii. compelled to belong to an association.
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Lesson 2

3.a+iv, b+viii, c+I, d+ii, e+iii, f+v, g+vi, h+vii

4. Refugees who take shelter in other countries have to suffer a lot. They are deprived of any human right. They are overlooked by the govt. too. They are denied of any nationality as mentioned in article 15. They are also denied of suffrage as described in article 21. They have no rights in the country they take refuge.

5. Freedom of expression means the right to express anything a person wants to. They are different kinds of people in a country. They have different kinds of thoughts and ideas. A citizen should have the right to share his/her ideas and opinions with others. He should be allowed to speak what he wants to. No interference or impediment should be made by others.

Freedom of assembly means the right to take part in the activities of an organization. Every citizen has the right to join any organization he wants to and take part in its activities. No citizen should be denied of the chance of joining any organization.

6.

The Chakmas in Bangladesh

Chakma also known as the Changhma are a community that inhabits the Chittagong Hill Tracts of Bangladesh, the North-East India and Rakhine state of Myanmar. The Chakmas are the largest ethnic group in the Chittagong Hill Tracts, making up more than half the tribal population. religion, Theravada Buddhism. The Chakma's are a people with their own culture, folklore, literature and traditions. The Chakma women wear an ankle length cloth around the waist which is also called Phinon and also a Haadi wrapped above the waist as well as silver ornaments. The Phinon and the Haadi are colourfully hand weaved with various designs. The design is first

embroidered on a piece of cloth known as Alaam. The most important festivals celebrated by the Chakmas are Bizhu and Buddha Purnima. Bizhu is the most important socio-religious festival of the Chakma. This festival gave birth to the Bizhu dance. The festival lasts for three days and begins on the last day of the month of Chaitra. The first day is known as Phool Bizhu. It is celebrated on the full moon day in the month of Baisakh. It actually encompasses the birth, enlightenment (nirvāna), and passing away (Parinirvāna) of Lord Buddha. On the day of the worship devotees go to the monastery with Siyong (offerings of rice, vegetable and other fruits and confectionaries).

Lesson 3

3.

a. There are 30 articles in total in this declaration.

b. Article 26 is not mentioned here. His article is about the right of education. Everyone should have the right of education. Primary education should be free of cost and higher education should be accessible to all. 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, The parents have the right to choose the proper form of education for their children.

4. Universal Declaration of Human Rights

The Universal Declaration of Human Rights was adopted by the General Assembly of the United Nations in 1948. This declaration is analyzed as a system of elaborated and coordinated rules and guidelines of the world community. It is actually a code of mutually acceptable, civilized behavior of different countries, nationalities, corporative formations and also given citizens. This document has a universal meaning as it reflects the consolidated will of more than two hundred states of the planet. The XX century has brought a lot of new changes into the life of the nations. These changes include not only the achievements in the sphere of the scientific and technical progress, but also ecological problems and new types and systems of weapon, capable of destroying the human civilization. These influences resulted in the changes in the social, political and spiritual development of the humanity and also the character of the relations between different states. This declaration is an attempt to define the inner logic of the history and correspondingly save the humanity from diverse problems and offer a productive social organization. The Declaration became the perfect solution made after the humanity experienced two world wars and a way to escape social inequity, wars, violence and compulsion. In other words it became a sort of political defense for more than two hundred countries. The war experiences showed that a state may be an effective instrument of mobilization of the society aimed at solving ultimate priorities. At the end of the XIX century appeared the first organized political parties, capable of transforming into an instrument of ruling a country. The positions of these parties were the first methods of monitoring the public opinion. In its turn this led to the devastation of the social life of people and million of dead people who fought for the idea of some political party. It was owing to the democratic countries the Declaration appeared. For the first time in the world history, appeared a need to find a way of giving order to the development of the humanity in the name of the preservation of life on Earth and the preservation of the political and economic integrity of the countries. According to me, Article 26 – The right to education is the most important one. Because education is the prerequisite of all developments. A well educated person can be aware of his rights properly and give his service well to the state. I didn't know about the rights beforehand. This knowledge of rights will definitely help me as a citizen because it is necessary to know about your rights first before you can observe them.

5. It is true. As I am an educated person, I get the chance to know about my rights. It is necessary for every citizen to know about his rights. It also helps to authority to imply law and

order. An illiterate person doesn't have access to any kinds of books. So he cannot know about the importance of his rights. Thus he is devoid of his rights.

Lesson 4

3. a. Amerigo's parents are unwilling to take him because they are separate and they have new spouses.
 - b. Amerigo's first job was to collect trash. He stopped to collect trash because he had a serious infection once.
 - c. Amerigo's experience of selling ice cream is awful because he has to carry heavy box during his work.
 - d. Amerigo considers himself lucky to be alive.
 - e. Amerigo's desire is to go to his own home and sleep there in peace.
 - f. If I were Amerigo, may be I should have the same condition.
 - g. Yes, I met a street child called Rahim once. He used to sell bottles and plastics to earn money. There were 8 members in his family. He couldn't eat three meals in a day. I saw him fighting with his fellow street children.
 - h. The society should take proper steps to ensure the education, health and shelter for these street children.
4. A list of the differences between mine, and Amerigo's lives:

Amerigo's life	My life (similarities)	My life (dissimilarities)
1. Doesn't go to school	1.	1. I go to school regularly.
2. Sleeps in the street.	2.	2. I sleep at my own home
3. Lives alone	3.	3. I live with my parents and brothers and sisters.
4. Has to do different kinds of works	4.	4. I only study.
5. Don't have the chance of having a square meal.	5.	5. I have three square meals in a day.
6. Can die of cold.	6.	6. I live in my warm home.
7. His life is full of hardship	7.	7. My life is easier.

Actually there is no similarity between my life and a street child's life. He has no access to education unlike me and has to work hard to live. I have my parents and brothers and sisters with me but he has none. Each night he has to sleep under open sky. On the other hand, I live in my comfortable home and can have a sound sleep each night. I don't have to do odd jobs to earn my livelihood. I can eat to my heart's content every day whereas a street child doesn't have this opportunity. In the winter, A street has to stay out in the cold. On the contrary, I stay at home and put on my warm clothes. My life is much easier and more comfortable than the life of a street child.

5. Direct speech

6. Indirect speech.

7. Amerigo says that in a way he is lucky because he is alive. His friends who work sorting rubbish in dumps often suffer from serious diseases. One of them was recently killed after he fell into a hole that opened up in the pile of trash.

8.

- a. Rubbish – আবর্জনা
- b. Pile – গাদা
- c. Trash – আবর্জনা
- d. Vendor – বিক্রেতা
- e. Infection – সংক্রমণ
- f. Beach – সৈকত
- g. Refuse – প্রত্যাখ্যান করা
- h. Peace – শান্তি

9. The Painful Life of a Street Child

Amerigo is a street child who is parentless and lives in the street. Both of his parents doesn't want him. Amerigo He used to collect trash and sold it to a vendor. But he stopped doing it after he had an infection. He also worked for a ice cream shop owner. He had to carry a heavy box of ice creams and sell ice creams all the daylong in the beach. He didn't receive any money. He had a shelter and some foods for doing this. It was a painful experience for him. Amerigo considers himself lucky as he is alive. One of his friends was killed in the trash damp. Many of street children have to work for 10-12 hours. Shoe-polishing is a popular work among them. They don't get any compensation if they are injured during work. Amerigo has the chance to die in the cold of winter. He is always hungry. He wants to go home and sleep in peace.

Lesson 5

3. a. The boy dies at the end.

b. The society wasn't concerned about the boy because the people didn't have to suffer like the boy.

c. Supper means both meal and death here.

d. The society doesn't care about the sufferings of a little poor boy. So they call him "Little - less - nothing!"

e. The society who has forced him to work is responsible for the death of the boy.

4.

1. Buzz-saw- ভেঁ ভেঁ করা
2. Snarl- খেঁক করা
3. Rattle- খন খন শব্দ
4. Apron- বহির্বাস
5. Spill- ঝরা
6. Plight- সঙ্কটাপন্ন দশা

5. The poem features the story of a boy who accidentally cuts off his own hand with a buzz saw while doing yard work. While a doctor comes And gives him medicines. But he has having problem in his breathing. His pulse was beginning to get slower and slower. Then he died. All the people who were watching him left the pace gradually as it was not them who were dead.