

Topic: HUMAN RIGHTS

Objective: To stimulate thought that for a healthy society, its citizens need to understand the importance of law and the need to speak up against wrong doing and how to bring about change in society and the law.

Recognising the needs and concerns of others.

Being prepared to acknowledge bias and prejudice in oneself.

Ability to see the world through the eyes of others and to see issues from their point of view.

Declaration of Human Rights. The democratic process.

Willingness to consider evidence and argument.

Ability to draw meaning from art, poetry, symbolism.

Connecting different aspects of life into a meaningful whole.

Curriculum Links: Citizenship, Drama, English, History, Music, PSHE, RE

Key words: lurch, monotonous, slave, ushered, vigorously

Materials needed:

- The Manual/copy of lesson plan
- Pages 36 and 37 of the Introduction Manual
- Coloured pens
- Large sheets of paper
- Writing materials
- CD player
- CD with music for silent sitting
- CD with music for the song
- Copy of page 159 for each pupil
- Pages of the drama for 6 pupils

QUOTATION/THEME FOR THE WEEK



**THE ONLY THING NECESSARY FOR THE TRIUMPH OF EVIL
IS FOR GOOD MEN TO DO NOTHING**

attributed to Edmund Burke

Brainstorm what you think this means.

Give some examples.

Write up your ideas for display purposes.

SILENT SITTING

Step 1 (See page 36 of the Introduction Manual).

Step 5: Guided Visualisation on Light exercise (See page 37 of the Intro Manual)

Step 6.

DRAMA

CAPTAIN JAKE

by Kay Challoner

The scene is set at sea.

Characters: *Narrator*
 Captain Jake
 Thompson
 William Wilberforce
 Secretary
 Mr. Pitt

Jake: The ship is rocking unceasingly and making me feel sick with her monotonous lurching. Unending it seems, for days and days it has been the same backwards and forwards, then side to side. Still, I'll soon be back in England.
(He reaches over to Thompson and seizes the jug of ale that he is offering.)

Thompson: Here drink this. It will make you feel better.

Jake: Even the beer is flat and weak. Just how I feel.

Thompson: Aye, but it's all we have left. The water ran out a while ago. If only the wind would pick up again and fill the sails, then we could get back on track.

Narrator: Jake sipped some of the warm beer and wrinkled his nose, the hot air carrying the scent of the slaves from down below. He pushed the thoughts to the back of his head in an attempt at avoidance, but it was no use, he could not deny the horrific reality that he had witnessed.

Jake: I thought that going to sea would be a good life, with prospects, if I got involved with shipping so I joined Captain Poive as a 'deck-hand boy'. It was good too. Shipping is a hard life, but it's also an adventure and I was learning a lot about the world and trade. However, I wasn't prepared for the truth behind the slave trade. Of course, we were all aware of the slaves coming ashore, forlorn and passive, but we didn't really give them much notice, no more than the animals being taken to market. Now I've no choice but to take notice. There is money in the slave trade and our captain has become involved in the 'slave run'.

Narrator: Jake can't bear to hear the sounds of the screams and wails coming from below decks, or the confusion and chaos as they had been rounded up. Men, women and children had been ruthlessly dragged from their homes and beds. Some, who had put up a fight, had been shot.

Jake: And they were the lucky ones. For their grieving relatives, unmercifully dragged away from the bodies of their loved ones, had then been forced to watch their homes being burnt. I can still smell the thick, black smoke that had risen into the air. It was as though it had soaked into my soul and tarnished me forever. God forgive me. *(He gulps at the tankard he is holding).*

Narrator: The torture for the slaves had not stopped there. In the ship their conditions worsened daily. Chained and shackled the people were unable to move, lying on top of one another. Some were left to dangle from the bars that opened into the slave deck. With no sanitation, little food and now no water, they were dying fast and as the dead lay on top of the living, disease was spreading rapidly. Jake made a pact with himself. He may only be a deck-hand at the moment, but as soon as he was able, he would try and find a way to stop the system. It was barbaric.

Jake: These souls need to be saved. And mine too.

Narrator: Some years later Captain Jake was marching in tight booted legs towards the Town Hall. He looked smart in full uniform and he was aware of the interest he was arousing from the local ladies, who were casting their gaze from behind parasols and fans. However he was not interested. He was on a mission. He clutched the black wallet under his arm containing detailed, eye-witness accounts of events regarding the treatment of slaves. Over the years he had kept precise accounts and had managed to find other reliable sources, fellow Captains and sailors who, like himself, had been horror struck by what they had seen.

Jake (arriving at the door and banging the brass knocker with force): I'm Captain Jake, here to see Mr. Wilberforce. I'm expected.



Narrator: Jake bows his head as the door is opened and follows the meek-looking secretary into the meeting room. The interior of the room was made of wooden panels and the gentlemen present were either sitting or standing smoking, their conversations reduced to a soft murmur. A youthful looking man approaches and shakes Jake's hand vigorously.

Wilberforce: Ah, gentlemen, Captain Jake has arrived. Afternoon, Jake. Good to see you and have I got a surprise for you. Look!

Narrator: Jake follows the man's gaze and is surprised to see none other than the Prime Minister himself standing near the fireplace. He catches Jake's gaze and nods his head in acknowledgment.

Jake: Why Wilberforce! You old dog, how did you manage that?

Wilberforce (grinning and ushering Jake into the room): Talent. It's up to you now. I hope what you have got in there is up to standard. *(He points to the wallet under Jake's arm, his eyes shining in anticipation).* Convince him, and the slave trade is as good as over!

Narrator: The murmuring of the men gradually die away.

Wilberforce: Gentlemen, we are gathered here, after much effort, to re-evaluate the existence of the African slave trade. I ask you now to come to attention and I give you the Prime Minister, Mr. William Pitt.

Narrator: Mr. Pitt steps forward and takes the chair. Captain Jake speaks strongly and wins the support of all present. The Prime Minister too is impressed. It was soon after this that the slave trade was abolished. It was recognised that the Africans were human beings and needed to be treated as such. Playwrights, poets and pamphleteers seized upon the theme and soon the news was widespread. Like a network the new attitude towards the African people grew. All because a few men were prepared to stand their ground, speak the truth and not stand by and let financial gain be put before justice, compassion and humane behaviour.

QUESTIONS:

1. In what ways was the slave trade an outcome of greed, hatred and ignorance?
2. By what means was the slave trade challenged and the law changed?
3. How did you feel when you heard the story?
4. Does it remind you of anything in your own life?

Key words: Look up any of the words in the dictionary that you have not understood and make sure you understand them and can spell them.

GROUP ACTIVITY

1. *Remind the class of the importance of confidentiality when we are sharing personal aspects of ourselves.*
 - a. Each pupils write a list of what they think human rights are.
 - b. Discuss them, then draw up a class list.
 - c. Give each child a copy of the Universal Declaration of Human Rights (Summary of Articles) on the following page and compare it with the class list.
2. Ask the class to role play and create a dialogue of non-violence between the drama characters.
3. *What if?* Ask the pupils to remember and write about an incident that they have witnessed in a public place. How did people behave towards each other?
Were harsh words spoken?
What positive values did they notice?
What else could have happened?
What would the class members have done differently?

Universal Declaration of Human Rights (Summary of Articles)

1. Everyone is born free and we should all be treated in the same way. We have reason and conscience.
2. Everyone is equal despite differences in skin colour, sex, religion and language for example.
3. Everyone has the right to life and to live in freedom and safety.
4. No one has the right to treat you as a slave nor should you make anyone your slave.
5. No one has the right to hurt you or torture you.
6. Everyone has the right to be treated equally by law.
7. The law is the same for everyone, it should be applied in the same way to all.
8. Everyone has the right to ask for legal help when their rights are not respected.
9. No one has the right to imprison you unjustly or expel you from your country.
10. Everyone has the right to a fair and public trial.
11. Everyone should be considered innocent until guilt is proved.
12. Everyone has the right to ask for help if someone tries to harm you, but no one can enter your home, open your letters or bother you or your family without a good reason.
13. Everyone has the right to travel as they wish, within a country and to leave and return to their own country.
14. Everyone has the right to ask for protection if they are being persecuted or are in danger of being persecuted.
15. Everyone has the right to belong to a country (to have a nationality). No one has the right to prevent you from belonging to another country if you wish to, and if the other country is willing to accept you.
16. Everyone has the right to marry and have a family.
17. Everyone has the right to own property and possessions, this can include your home.
18. Everyone has the right to practise and observe all aspects of their own religion and change their religion if they want to.
19. Everyone has the right to ask questions and to have their own opinions.
20. Everyone has the right to take part in meetings and assemble in a peaceful way.
21. Everyone has the right to help choose and take part in the government of their country, e.g. to vote if old enough.
22. Everyone has the right to social security and to opportunities to develop their skills.
23. Everyone has the right to work for a fair wage and to join a trade union.
24. Everyone has the right to rest and leisure.
25. Everyone has the right to an adequate standard of living and medical help if they are ill.
26. Everyone has the right to go to school. At primary schools, education should be free and compulsory.
27. Everyone has the right to share in their community's cultural life.
28. Everyone must respect the 'social order' that is necessary for all these rights to be available.
29. Everyone must respect the rights of others, the community and public property.
30. No one has the right to take away any of the rights in this declaration.

*The above simplified version of the UDHR has been written by Deidre Reeves and Eamonn Scott, St. Vincent's RC Primary School, Rochdale.
From 'Our World, Our Rights' by Amnesty International UK*

GROUP SINGING

THE WARRIOR

(lyrics by Scarlett, music by Stuart Jones)

The spirit of the warrior
Is noble to the end.
Through life his sacred task is
To uphold and to defend.
His sword, so sharp and powerful
He wields with skilful art,
And the purpose of his actions
Always rises from the heart.

*Chorus: Be a warrior, be all that you can be.
Be a hero fighting to be free.
Be a warrior, purify your heart.
Be a hero, don't fear, just make a start.
Be a warrior, be a hero, be a warrior.*

Not for him the lower squabbles
Of life's intriguing game.
His gaze turned ever forward,
Shining, with no trace of shame.
Although this man is filled with courage
He knows much tenderness,
His heart is always willing
To help others in distress.

Chorus: Be a warrior, be all that you can be...

The greatest of his battles,
The fiercest trophy earned
Will always be within himself
His cup of wisdom learned.
He knows that in a quarrel
Whoever's right or wrong
Only love and wisdom
Will guide him all along.

Chorus: Be a warrior ...

Extension and IT Link: The world will never be the same again.

Look up www.jubileeresearch.org to find out about the cancellation of some of the Third World Debt.

How much of it has been cancelled?

What is the ecological debt?

What methods were used to have the debt cancelled which were similar to those used to abolish the slave trade?

Citizenship Link: Unit 3 Human Rights. Unit 6 Principles of democratic process

History Link: 1b Page 22: Research the negative effects of the slaves trade.

English Link: Spelling 7: Spelling key words; Vocabulary 15: use a dictionary; Stylistic 13

a) In formation, b) Recount, c) Explanation ;

Drama 15: develop drama techniques.

PSHE Link: 3a the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively.

RE Link: Discuss the meaning and implications of greed, hatred and ignorance.