**Human Right and Genocide Vocabulary Lesson**

**9th-12th Grades**

**Vocabulary in Action: Context and Creativity**

**Objective:** Students will learn and internalize new vocabulary by using context clues, peer collaboration, and creative expression.

**Materials Needed:**

* Vocabulary list (e.g., terms related to human rights and genocide)
* Handouts with short texts or sentences using vocabulary words in context
* Index cards or slips of paper
* Markers or pens

**Handout for Context Clues Practice**

**Directions:** Read each sentence carefully. Use context clues to infer the meaning of the underlined word. Write your best guess for the definition on the line provided. Then, discuss your answers with a partner.

1. After fleeing **persecution**, the refugee sought asylum in a neighboring country.  
   **Definition:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. The survivors showed incredible **resilience** by rebuilding their lives after such a tragic event.  
   **Definition:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. To promote **equity**, the school ensured every student had access to free learning resources.  
   **Definition:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. The government’s policy was condemned as a crime against humanity due to its inhumane treatment of certain groups.  
   **Definition:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Denial of the genocide continues to harm the descendants of those who were victimized.  
   **Definition:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Mini-Presentation Guidelines for Group Activity**

**Directions:** Your group has been assigned 1–2 nonviolent vocabulary words. Follow these steps to prepare your mini-presentation:

1. Write a sentence using the word. Make sure the sentence shows its meaning clearly.
   * Example for "resilience": “The community’s resilience was evident as they rebuilt their homes after the earthquake.”
2. Create a quick drawing or symbol that represents the word.
   * Example: For "equity," draw a scale balanced evenly.
3. Act out a short skit (1–2 minutes) demonstrating the meaning of the word.
   * Example: For "persecution," act out a scene where someone is unfairly treated because of their beliefs.
4. Present your sentence, drawing, and skit to the class.
   * Be prepared to answer questions from your peers about your word.

**Vocabulary Journal Reflection Prompt**

**Directions:** Choose one vocabulary word from today’s lesson and connect it to your own life, a historical event, or a current event. Write a short paragraph (3–5 sentences) that explains the connection. Be specific and use the word accurately.

**Example:**  
Word: Resilience  
*Resilience is important in my life because I had to adapt when my family moved to a new town. It was difficult at first, but I learned how to make new friends and adjust to a different school. I think resilience helps people grow stronger after facing challenges.*

**Human Rights Terms**

1. **Human Rights** – Basic rights and freedoms that belong to every person in the world, such as the right to life and freedom of speech.
2. **Universal Declaration of Human Rights (UDHR)** – A document adopted by the United Nations in 1948 outlining fundamental rights everyone is entitled to.
3. **Civil Rights** – Rights that protect individuals' freedom from discrimination or unfair treatment.
4. **Refugee** – A person who is forced to leave their country due to war, persecution, or natural disaster.
5. **Asylum** – Protection given by a country to someone who has fled their home country due to danger or persecution.
6. **Persecution** – Mistreatment of an individual or group, often because of their race, religion, or political beliefs.
7. **Equity** – Fairness in treatment, ensuring everyone has access to the same opportunities.
8. **Justice** – The principle of fairness is the act of upholding laws to ensure equality.
9. **Oppression** – Prolonged, unjust treatment or control over a group of people.
10. **Freedom of Expression** – The right to express one’s thoughts and opinions without fear of censorship or punishment.

**Genocide Terms**

1. **Genocide** – The deliberate act of destroying, in whole or in part, a national, ethnic, racial, or religious group, as defined by the Genocide Convention.
2. **Ethnic Cleansing** – The forced removal of an ethnic or religious group from a specific area.
3. **Crimes Against Humanity** – Widespread acts such as murder, enslavement, or torture targeting civilian populations.
4. **War Crimes** – Violations of the laws of war, including harming civilians or prisoners of war.
5. **Massacre** – The indiscriminate killing of many people, often targeting unarmed civilians.
6. **Perpetrator** – A person or group responsible for committing harmful acts or crimes.
7. **Victim** – A person or group who suffers harm or injustice.
8. **Bystander** – Someone who is present but does not take part in a situation, often referring to those who witness injustice but remain passive.
9. **Upstander** – A person who stands up to help or defend someone being harmed or treated unfairly.
10. **Denial** – Refusal to acknowledge the truth of a historical event, such as a genocide.
11. **Survivor** – Someone who has lived through an event of mass violence or genocide.
12. **Resilience** – The ability to recover and maintain strength in the face of adversity.
13. **Diaspora** – The movement or scattering of a people away from their original homeland, often due to persecution or violence.