

Catch up work – LC4 - year 9 – introduction to human rights.

1) Define human rights.

2) What is the universal declaration of human rights?
When was it created and by whom?

3) Shade the articles of the Human Rights bill using 3 different colours to show what they represent under the following headings:

- ☐ *Protection*
- ☐ *Standard of living*
- ☐ *Equality*

Right to Work and to Join Trade Unions	Freedom from State or Personal Interference in Human Rights	Right to Rest and Leisure	Right to an Education	Right to Social Security
Right to Marriage and Family	Freedom from Interference with Correspondence	Freedom from Discrimination	Right to a Nationality and the Freedom to Change It	Right to be Considered Innocent until Proven Guilty
Right to a Social Order that allows this Document	Right to Own Property	Right to Asylum in other Countries from Persecution	Right to Free Movement in and out of the Country	Right of Peaceful Assembly and Association
Right to Participate in Free Elections	Freedom of Belief and Religion	Freedom of Opinion and Information	Community Duties Essential to Free and Full Development	Right to Participate in the Cultural Life of Community
Freedom from Torture and Degrading Treatment	Right to Life, Liberty, Personal Security	Right to Equality	Freedom from Slavery	Right to Adequate Living Standard
Freedom from Arbitrary Arrest and Exile	Right to Remedy by Competent Tribunal	Right to Equality before the Law	Right to Recognition as a Person before the Law	Right to Fair Public Hearing

Catch up work – LC4 - year 9 – Life without human rights and conflicts between them.

- 1) Do you think our human rights are always protected?

- 2) Research a country that has violations of human rights – what human rights are violated and what impact does this have on the people who live there?

- 3) Can you think of a situation where two human rights may conflict with each other? Give an example below.


Catch up work - LC4 - year 9 - violent s non-violent protest.

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What are the positives and negatives of non-violent protest? Use the space below to record your ideas

Positives	negatives

How many examples of non-violent protest can you think of? Put one example in each star.



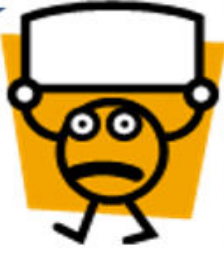
I would/would not take place in a nonviolent protest because.....

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What are the positives and negatives of violent protest? Use the space below to record your ideas

Positives	negatives

How many examples of violent protest can you think of? Put one example in each star.



I would/would not take place in a violent protest because.....

Catch up work – LC4 - year 9 – suffragists vs the suffragettes.

1) Who were the suffragettes?

2) Who were the suffragettes and how did they differ to the suffragists?

3) Complete the table below.

Similarities and differences	
The suffragettes	The suffragists

4) In your opinion were the suffragettes right to resort to violent means of protest, and why?

Catch up work – LC4 - year 9 – Emeline Pankhurst.

1) Who was Emeline Pankhurst?

2) Read the extract and pick out four key things she says that you think are really important.

Emmeline Pankhurst Speech: Freedom or death - Hartford, Connecticut on November 13, 1913

"We women, in trying to make our case clear, always have to make as part of our argument, and urge upon men in our audience the fact - a very simple fact - that women are human beings."

"We were called militant, and we were quite willing to accept the name. We were determined to press this question of the enfranchisement of women to the point where we were no longer to be ignored by the politicians."

"We wear no mark; we belong to every class; we permeate every class of the community from the highest to the lowest; and so you see in the woman's civil war the dear men of my country are discovering it is absolutely impossible to deal with it: you cannot locate it, and you cannot stop it."

"As long as women consent to be unjustly governed, they can be, but directly women say: "We withhold our consent, we will not be governed any longer so long as that government is unjust."

Catch up work – LC4 - year 9 – Malcolm X.

- 1) Who was Malcolm X?
- 2) What did he believe?
- 3) What methods of protest did Malcolm X use?
- 4) How did going on hajj change his beliefs and protest methods?

Catch up work – LC4 - year 9 – Malcolm X.

- 1) From what you have learnt so far about Martin Luther King and Malcolm X – what are the key similarities and differences between the two civil rights leaders?

Similarities	Differences

- 2) Love your enemies, do good to those who hate you, class those who curse you, pray for those who mistreat you. If anyone strikes you on one cheek, turn to him the other also...Give to everyone who asks you, and if anyone takes what belongs to you, do not demand it back.'
(Luke 6:27-28,31)

What is this quote saying?

To you agree with the teachings? Explain your answer.

'O mankind! We created you from a single (pair) of male and female, and made you into nations and tribes, that you may know each other (not that you may despise each other). Verily the most honoured of you in the sight of Allah is (he who is) the most righteous of you'.
(Surah 49:13)

What is the quote saying?

Do you agree with the teachings? Explain your answer.

Catch up work – LC4 - year 9 – Nelson Mandela.

1) Who was Nelson Mandela?

2) Fill in the word gap using the word bank below

Mandela dedicated his l..... to the struggle of the A..... people. He fought against white domination and cherished the idea of a f... society where all persons live in h..... with equal o.....
Mandela spent 27 years in p.....on R..... i He was released from prison on the 11th of February Within hours he was on a balcony at Cape Town's City Hall, addressing a rally of people. His time in prison and finally his release **allowed Mandela the opportunity to make c.....**, leading to the last and most significant turning point in his life. Becoming P..... in 1994, Mandela was at last able to help with the breakdown of apartheid.

life African free harmony Opportunities prison Robben island 1990 50,000 changes
President

3) What do you think is one of the most important events in Mandela's life.