

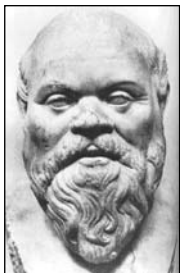


## THE ORANGE REVOLUTION PROJECT:

*FOCUS ON HUMAN RIGHTS,  
DEMOCRACY AND GOOD  
GOVERNANCE*

### Lesson 1

This is the first of three lesson plans that will appear in TEACH over the course of the year. These lesson plans explore the Orange Revolution that took place in the Ukraine during the latter part of 2004 and early January 2005. By September 2007, the entire project plus an online simulation will be posted on to the following Web sites: [www.teachmag.com](http://www.teachmag.com), [www.takingitglobal.org](http://www.takingitglobal.org) and [www.abelearn.ca](http://www.abelearn.ca). Funding for this project was generously provided by the Canadian International Development Agency (CIDA) as part of its Global Classroom Initiative.



"I am neither an Athenian nor a Greek.  
I am a citizen of the world."-- *Scocrates*

### Lesson 1

#### Human Rights and the Orange Revolution

##### Key Concepts:

This lesson plan will explore the concept of Human Rights beginning with the Universal Declaration of Human Rights, its meaning and impact on the world. Students will learn how these principles have been realized in the Ukraine as result of the Orange Revolution.

Canada

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### Introduction:

When we look around the globe, we see that upheaval is everywhere. Each instance of unrest culminates in a set of outcomes, some of which are productive, some of which are the opposite. Where there is upheaval, the question of the reinforcement of human rights and human rights abuses inevitably rises. This was the case at the outset of what we now know as The Orange Revolution. This lesson plan will also highlight that with human rights come responsibilities and these rights and responsibilities may also be applied to aspects of citizenship. It is important for Canadian students to understand that these rights are not given lightly nor should they be taken for granted. Therefore it is crucial for Canadian students to understand that enormous sacrifices on the part of a people are often made to acquire these rights. Students will then research the recent political history in the Ukraine and examine the conditions leading up to the Orange Revolution. They will discover how human rights issues had been dealt with in the Ukraine prior to 2004 and contrast this with current conditions in that country. They will examine the roles of Canadian organizations in the time leading up to the Orange Revolution and during the aftermath and determine how necessary and effective these organizations and individuals were. In this lesson plan, students will draft their own version of a human rights manifesto for the Ukraine as a result of the Orange Revolution.

**Duration:** two to four classroom periods, 80 minute sessions (plus time allotted for homework)

**Curriculum Links:** Social Studies, World History, World Geography, Canadian History, Canadian Geography, Civics and Citizenship.

### Materials Required:

- Computers with Internet access
- Detailed map of the Ukraine:  
*<http://plasma.nationalgeographic.com/mapmachine/index.html>*
- Supplementary materials on Ukrainian history and culture
- Writing and drawing materials

### Expectations/Outcomes:

#### Students will:

- Read and understand the Universal Declaration of Human Rights;
- Apply human rights and responsibilities to the Ukraine during the Orange Revolution;
- Compare human rights issues in the Ukraine with those in Canada;
- Become aware of Canadians and Canadian organizations working in the field of human rights in the Ukraine;

- Research and understand the political history of the Ukraine;
- Experience through an online simulation how human rights play out during a political revolution;
- Draft their own version of a declaration of human rights;
- Hone critical thinking and analytical skills;
- Work cooperatively in teams.

**Step One--Background**



“Mankind must put an end to war or war will put an end to mankind.”—  
*John Fitzgerald Kennedy*

Universal Declaration of Human Rights—[www.un.org](http://www.un.org)

On December 10, 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights. Following this historic proclamation, the General Assembly called upon all Member countries to promote the text of the Declaration and “to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories.”

**Do citizens have rights? If so, what are they?**

“...The General Assembly proclaims This Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.”

**For example:**

Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards on another in a spirit of brotherhood.



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

**Article 4:** No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

**Article 5:** No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

**Article 6:** Everyone has the right to recognition everywhere as a person before the law.

**Article 9:** No one shall be subjected to arbitrary arrest, detention or exile.

In all, there are 30 articles that comprise the Universal Declaration of Human Rights.

**With rights, however, come responsibilities:**

- Understand and obey international laws;
- Participate in democratic political systems;
- Vote in elections;



- Allow others to enjoy their rights and freedoms;
- Appreciate and help preserve the world’s cultural heritage;
- Acquire knowledge and understanding of people and places around the world;
- Become stewards of the environment;
- Speak out against social injustice, discrimination and racism;
- Challenge institutional thinking when it abrogates human rights.



“We have learned to fly the air like birds and swim the sea like fish but we have not learned the simple art of living together as brothers.”  
 –Martin Luther King Jr.

**Step One**

**Teacher Directed Discussion**

Begin with a general discussion about human rights and what that means. Have students familiarize themselves with the Universal Declaration of Human Rights and discuss how this affects them when they are at home and when or if they should travel to another country. What do students know of conditions in the Ukraine? Are they aware of the Orange Revolution? What do they know about it? Make a list of responses on the board.

**Step Two**

Divide the class into teams of four or five students. Using the resource list contained within this resource and with supplementary research on the Internet, the teams will



research the political situation in the Ukraine and the Orange Revolution in particular. Each team will write up a summary of what they have discovered. Maximum length: two pages. The papers will be handed into the teacher for assessment.

**Step Three**

At this point in the lesson, student teams should have a solid grounding on the circumstances in the Ukraine during the Orange Revolution. Accompanying this resource is an online simulation that allows students to role play as the Orange Revolution unfolds. The game may be played individually and each team member should access the game online. The game will be available as of September 2007. As each student plays the game, they should be thinking about the issue of human rights and how the game brings to light this issue and the conditions that exist in the Ukraine during that turbulent period.

**Step Four**

Based on what they have learned in the online simulation, each team will develop a role play. In the role play, a Canadian organization, individual and/or institution must be represented as well as a Ukrainian of the same. The action of the role play should dramatize an incident or sequence of events that focuses on human rights in the Ukraine during the Orange Revolution. Team members must determine each individual’s responsibilities and agree on the scenario for the role play. After the responsibilities have been noted, they will be assigned. For example, at least two people are required for the actual role play, plus a writer, director, etc. One person may be designated as a spokesperson to set up the role play and make a brief oral and/or visual presentation as to the choices made and what has been learned about human rights in the Ukraine as compared to human rights in Canada. Each team will present their role play to the class.

**Step Five**

Keeping the same teams, each will draft their own version of the Universal Declaration of Human Rights. It can be personal or specific as long as the team is in



agreement. This “declaration” may assume any number of media forms such as a song, a poem, a play, a video, a Web site, a PowerPoint presentation, a collage etc. Each team will then present their “declaration” to the rest of the class.

**Optional Extension Activities**

Working individually or in teams, students will complete at least one of the following:

- Storyboard a human rights vignette based on what has been learned about the Orange Revolution focusing on Canadian involvement;
- Create a storybook for younger children that describes the importance of human rights and is set in the Ukraine;
- Profile an organization or individual who worked prominently in the Ukraine during the Orange Revolution focusing on their achievements;
- Organize a symposium on human rights and invite the school and local communities.

**Assessment and Evaluation**

*Evaluate the class teams on their oral reports:*

**Content:** was the content/strategy clearly articulated and well thought out? Were the points the team made persuasive?

**Presentation:** was the presentation well-delivered, easy-to-hear and understand with good vocal quality, gestures, posture etc?

**Effectiveness:** were the points presented effective? How practical were the suggestions?

**Teamwork:** did the group work well and effectively together?

**Assess students on their written work:**

Grammatically correct with sentences properly structured, i.e., use of complex sentence structure and correct verb tenses, spelling and punctuation

Comprehension of the word/phrases—sentences clearly reveal the meaning

Ideas are expressed clearly

Information is well-organized

**Evaluate the groups on their presentation work:**

Is the information presented clearly?

What have they done to enhance the presentation?

Is the use of oral and visual communication effective?

**Evaluate students on their presentation work:**

Their contribution to group knowledge

The preparation undertaken for research and investigation



<http://en.wikipedia.org/wiki/Democracy> Description of various forms of democracy and definitions

<http://www.ichrdd.ca/site/home/index.php?lang=en> International Centre for Human Rights and Democratic Development, Rights & Democracy Web site

<http://www.dwatch.ca/democracy.html> Democracy Watch Web site

<http://www.dwatch.ca/democracy.html> 20 steps toward a modern democracy

Human Rights

**Wikipedia**  
<http://www.amnesty.org> Amnesty International  
<http://unac.org/rights/declaration.html> United National

**Declaration of Human Rights**  
<http://www.hri.ca/uninfo/treaties/wo.shtml> United Nations Web site on treaties  
<http://www.peacemakers.ca> Conflict Resolution Web site

**Global Citizenship**  
<http://www.oxfam.org> OXFAM International—an international development NGO

**Interdependence**  
[http://www.davidsuzuki.org/About\\_us/Declaration\\_of\\_Interdependence.asp](http://www.davidsuzuki.org/About_us/Declaration_of_Interdependence.asp) David Suzuki Foundation Web site

Good Governance

**Wikipedia**  
<http://www.unescap.org/huset/gg/governance.htm> United Nations organization for Asia and the Pacific; on good governance  
[http://log.ca/boardgovernance.html/gov\\_whagoo.html](http://log.ca/boardgovernance.html/gov_whagoo.html) --Institute on Governance Web site

- Use the following link to find a rubric students may use as a guideline when creating PowerPoint presentations:  
<http://www.schools.lth5.k12.il.us/aviston/KBLesson8.html>

Articulation of goals, devising alternate solutions, selecting best alternatives

Setting personal goals for working effectively with others

Resources

**Background**

<http://www.humansecurity.gc.ca> Government of Canada human security Web site  
[http://www.dfait-maeci.gc.ca/canada-europa/mundi/country\\_ukr-c-en.asp](http://www.dfait-maeci.gc.ca/canada-europa/mundi/country_ukr-c-en.asp) Department of Foreign Affairs and International Trade Web site

[http://geo.international.gc.ca/cip-pic/current\\_discussions/kelly-en.asp](http://geo.international.gc.ca/cip-pic/current_discussions/kelly-en.asp) Department of Foreign Affairs and International Trade Web site

[http://www.infoukes.com/orange\\_revolution/introduction](http://www.infoukes.com/orange_revolution/introduction) -- Ukrainian Canadian Web site

[http://ucc.ca/election\\_observer\\_project](http://ucc.ca/election_observer_project) Ukrainian Canadian Congress Web site

[http://www.queensu.ca/csd/inthenews/axworthy-2005-dec-national\\_post-The%20Orange%20revolution%20falls%20apart.htm](http://www.queensu.ca/csd/inthenews/axworthy-2005-dec-national_post-The%20Orange%20revolution%20falls%20apart.htm)

<http://www.coe.int/> -- Council of Europe Web site

<http://dev.thismagazine.ca/issues/2005/03/freetatlast.php>

Canadian magazine on social commentary  
<http://www.cbc.ca>, search Ukraine, democracy; Ukraine, good governance; Ukraine, human rights