

## A Trip Around the World

**Time Needed:** One Class Period

**Materials Needed:**

Student worksheets  
PowerPoint

**Copy Instructions:**

Ballots (1/2 class set, single sided, cut in half)  
Guided Notes (class set, single sided)  
Activity p.1-2 (class set, double sided)

**Learning Objectives.** Students will be able to:

- participate in a whole-class discussion to analyze key provisions of the constitutions of five different countries for similarities and differences to the U.S. Constitution.
- compare key rights the constitutions of five different countries give their citizens, by filling out a checklist to create a comparison chart.
- use a "ballot" to decide whether the U.S. Constitution should be amended to include certain provisions found in other countries' constitutions.
- identify key provisions in the UN Convention on the Rights of the Child by reading a passage and completing a cloze activity.

### STEP BY STEP

- ANTICIPATE** the lesson by asking the following question: "What does it mean to be a citizen?" Record key words from students answers in a visual place, summarizing their thoughts when you are done taking answers.
- DISTRIBUTE** one "Ballot" and one guided notes to each student. (Ballots come two to a page; you will need to cut the pages in half.)
- RUN** the "A Trip Around the World" PowerPoint. Pause to help students comprehend and compare the constitutional provisions. After each comparison, help the class decide which box should be checked on the guided notes checklist.  
  
After each "But Wait!" slide, give students a minute to vote on their ballots and write a quick explanation of their vote.
- REVIEW** the guided notes and the ballots as a class. Ask students to identify some of the key similarities and differences between the United States and the countries they've just learned about.
- READ** about the United Nations Convention on the Rights of the Child (Activity p.1) with the class.
- ASSIGN** students to complete the cloze activity (Activity p.2), circulating to check for understanding.
- CLOSE** the class by reading through the cloze activity together as a class!

# A Trip Around the World

Name: \_\_\_\_\_

**Checklist.** Follow your teacher’s instructions during the “A Trip Around the World” presentation to complete the following analysis checklists.

Country	Does this constitution guarantee freedom of speech?		
India	<input type="checkbox"/> No	<input type="checkbox"/> Yes—Similar to the U.S.	<input type="checkbox"/> Yes—But with more limitations
Germany	<input type="checkbox"/> No	<input type="checkbox"/> Yes—Similar to the U.S.	<input type="checkbox"/> Yes—But with more limitations
Brazil	<input type="checkbox"/> No	<input type="checkbox"/> Yes—Similar to the U.S.	<input type="checkbox"/> Yes—But with more limitations
Iran	<input type="checkbox"/> No	<input type="checkbox"/> Yes—Similar to the U.S.	<input type="checkbox"/> Yes—But with more limitations
Ghana	<input type="checkbox"/> No	<input type="checkbox"/> Yes—Similar to the U.S.	<input type="checkbox"/> Yes—But with more limitations



Country	Does this constitution guarantee freedom of the press?		
India	<input type="checkbox"/> No	<input type="checkbox"/> Yes—Similar to the U.S.	<input type="checkbox"/> Yes—But with more limitations
Germany	<input type="checkbox"/> No	<input type="checkbox"/> Yes—Similar to the U.S.	<input type="checkbox"/> Yes—But with more limitations
Brazil	<input type="checkbox"/> No	<input type="checkbox"/> Yes—Similar to the U.S.	<input type="checkbox"/> Yes—But with more limitations
Iran	<input type="checkbox"/> No	<input type="checkbox"/> Yes—Similar to the U.S.	<input type="checkbox"/> Yes—But with more limitations
Ghana	<input type="checkbox"/> No	<input type="checkbox"/> Yes—Similar to the U.S.	<input type="checkbox"/> Yes—But with more limitations



Country	Does this constitution guarantee freedom of religion?		
India	<input type="checkbox"/> No	<input type="checkbox"/> Yes—Similar to the U.S.	<input type="checkbox"/> Yes—But with more limitations
Germany	<input type="checkbox"/> No	<input type="checkbox"/> Yes—Similar to the U.S.	<input type="checkbox"/> Yes—But with more limitations
Brazil	<input type="checkbox"/> No	<input type="checkbox"/> Yes—Similar to the U.S.	<input type="checkbox"/> Yes—But with more limitations
Iran	<input type="checkbox"/> No	<input type="checkbox"/> Yes—Similar to the U.S.	<input type="checkbox"/> Yes—But with more limitations
Ghana	<input type="checkbox"/> No	<input type="checkbox"/> Yes—Similar to the U.S.	<input type="checkbox"/> Yes—But with more limitations



Country	Are people in this country equal under the law?		
India	<input type="checkbox"/> No	<input type="checkbox"/> Yes—Similar to the U.S.	<input type="checkbox"/> Yes—But with more limitations
Germany	<input type="checkbox"/> No	<input type="checkbox"/> Yes—Similar to the U.S.	<input type="checkbox"/> Yes—But with more limitations
Brazil	<input type="checkbox"/> No	<input type="checkbox"/> Yes—Similar to the U.S.	<input type="checkbox"/> Yes—But with more limitations
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Ghana	<input type="checkbox"/> No	<input type="checkbox"/> Yes—Similar to the U.S.	<input type="checkbox"/> Yes—But with more limitations



Name: \_\_\_\_\_

# BALLOT

Should the U.S. change its constitution to make it every citizen's duty to strive toward excellence?

Yes

No

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Should the U.S. change its constitution to state that men and women have equal rights?

Yes

No

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Should the U.S. change its constitution so that people are required to vote?

Yes

No

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Should the U.S. change its constitution to forbid activities that pollute the environment?

Yes

No

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Should the U.S. change its constitution to make education the right of every citizen?

Yes

No

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# BALLOT

Should the U.S. change its constitution to make it every citizen's duty to strive toward excellence?

Yes

No

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Should the U.S. change its constitution to state that men and women have equal rights?

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No

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Should the U.S. change its constitution so that people are required to vote?

Yes

No

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Should the U.S. change its constitution to forbid activities that pollute the environment?

Yes

No

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Should the U.S. change its constitution to make education the right of every citizen?

Yes

No

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Universal Rights

Every constitution lays out the rights of the citizens of that nation. **The United Nations Convention on the Rights of the Child** came up with a list of 54 rights that all children should have in EVERY nation. It is a legally binding document that has been agreed to by almost all countries in the world. Here are some of the rights it guarantees:



**Article 1** Everyone under 18 years of age has all the rights in this Convention.

**Article 2** The Convention applies to everyone, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.

**Article 4** Governments should make these rights available to all children.

**Article 5** Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

**Article 6** All children have the right to life. Governments should ensure that children survive and develop healthily.

**Article 9** Children should not be separated from their parents unless it is for their own good—for example, if a parent is mistreating or neglecting a child.

**Article 12** Children have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account.

**Article 14** Children have the right to think and believe what they want, and to practice their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

**Article 15** Children have the right to meet together and to join groups and organizations, as long as this does not stop other people from enjoying their rights.

**Article 19** Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

**Article 27** Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.

**Article 29** Education should develop each child's personality and their talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Read them all on the web at:

[http://www.unicef.org/crc/index\\_30177.html](http://www.unicef.org/crc/index_30177.html)

# A Trip Around the World

**Fill in the Blank.** Use the words in the word bank to complete the fill-in-the-blank activity below...

Rights	United Nations	children	9	stopping	14
parents	government	mothers	child	4	right
Race	religion	abilities	18	parents	think
	Believe			enjoying	

According to the UN Convention on the \_\_\_\_\_ of the Child, young people of any \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_ that are under the age of \_\_\_\_\_ should have access to the rights covered by the Convention. Unfortunately, all governments don't give these rights to their children. But according to the \_\_\_\_\_ and article \_\_\_\_\_, they should. The Convention says again and again that \_\_\_\_\_ are responsible for guiding their children. If \_\_\_\_\_ are putting their children in danger, the \_\_\_\_\_ should take over responsibility. If parents don't have enough money to take care of their \_\_\_\_\_, the government is responsible for helping to take care of the children.

Parents play such a big role that article \_\_\_\_\_ says that children should not be separated from their \_\_\_\_\_ and fathers unless it is for the good of the \_\_\_\_\_. Even though parents are responsible for guiding their children, the children have the \_\_\_\_\_ to speak their minds. Children also have the right to \_\_\_\_\_ and \_\_\_\_\_ what they want according to article \_\_\_\_\_.

One of the biggest key points made over and over in the UN Convention on the Rights of the Child is that all these rights depend on one thing: That children are free to do certain things, as long as they are not \_\_\_\_\_ other people from \_\_\_\_\_ *their* rights!



# A Trip Around the World

# TEACHER'S GUIDE

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