

第 12 屆中小學人權教案徵選設計比賽教案格式

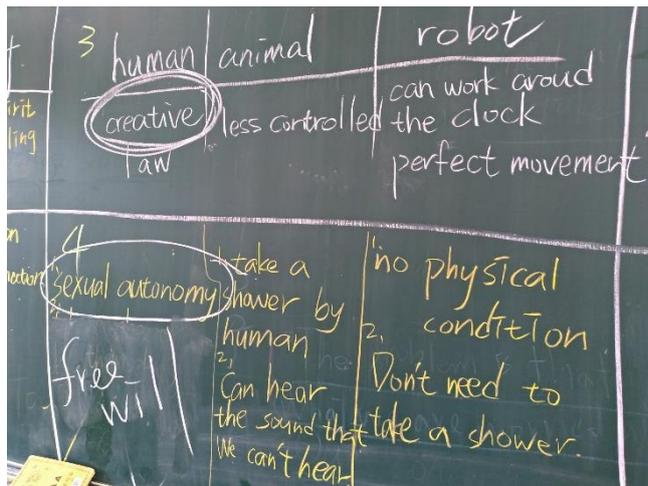
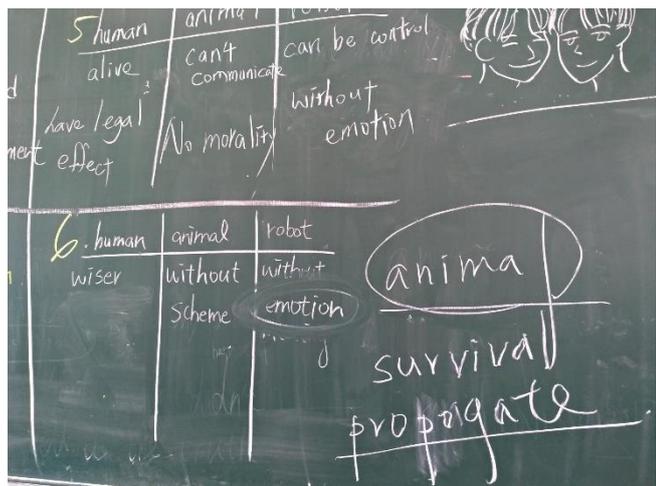
組別：高中組

課程名稱	What is Human: From “I” to “Them” in Taiwan History 何謂人?: 從『我』以至台灣史裡的『他們』
人權主題 (地點)	1. 何謂人與人權 2. 世界人權宣言 3. 從文學作品裡感受到台灣人權事件裡的『人』的感受
適用年級	高中一年級至三年級
教學時數	2.5 小時~ 3 小時
設計理念	最初的發想，是希望班上的同學到了人權館後不要只是走馬看花，獵奇式的看到監獄和手銬腳鐐，也不要將那些歷史上的人與事件，視為是「書裡」的事情而與他們無關也無感。而是能在課程之後，真正去思考何謂人，身為人的價值與意義，深切地感受到自己所擁有的人權，並能清楚的知道這些權利是透過爭取而來且稍縱即逝。此外，因為自己是名英文教師，所以想利用這個機會試試看將人權教育與英語教學結合，所以設計了一個大約三小時的教案，而在教案裡，除了透過英文的討論與閱讀理解何謂人與人權，更希望透過文學作品裡文字與敘事的力量，讓同學能進一步地從普世價值轉進台灣人權事件，感受到人權事件中裡，如你我一般的『人』的感受。
教學目標	1. 能以英文討論、分享何謂『人』與非人 2. 能初步認識世界人權宣言中的單字與重要條文 3. 能初步理解英文版的台灣戰後年表 (1945—1987) 4. 能賞析楊小娜《綠島》英文版的重要段落 5. 能完成《說好不要哭》的英文翻譯與錄音
能力指標/ 學習重點及 素養	A1 身心素質與自我精進 B1 符號運用與溝通表達 C1 道德實踐與公民意識 , C3 多元文化與國際理解
預計參訪 地點	國立人權博物館 - 白色恐怖景美紀念園區
教學過程	(A) Warmup and Brainstorming (30mins) 1. 教學內容與重點: 我先在黑板上寫下 human, animal, robot 這三個關鍵字，然後讓同學分組討論，試圖用一些形容詞或名詞來分別描述這三個類別。接著，再

	<p>同學們將答案寫在黑板上之後，大家試圖說明解釋自己的答案，並可以對別組的答案提出質疑，然後同學們也可以提出辯解。在大家互相爭辯與腦力激盪之後，我試圖引導他們去思考人的真正價值往往在於：自由意志，有作夢的權利，有實踐夢想的機會，與不被他人控制與決定的空間。我們繼續思考身而為人，有沒有“非人”的時刻？同學們有那些時刻或經驗，感到自己沒有自由意志？感到自己不像人？又有那些人，身而為人卻活得不像人？如 <i>slave and refugee</i>。</p> <p>2. 進行方式: 小組分組，盡可能以英文討論與分享</p> <p>(B) Universal Declaration of Human Rights (30mins)</p> <p>1. 教學內容與重點: 我選了 8 條(詳看附件一)世界權宣言英文版，讓同學初步認識與人權議題有關的單字，並在讀懂這 8 條之後，選出一條自己最喜歡並和同學分享理由</p> <p>2. 進行方式: 小組分組，每一組只負責理解其中一條(包括其中的單字與整句的意思)，然後再去找其他同學理解其他 7 條，並將所遇到的新的單字記錄在學習單上(附件二)。(盡可能以英文討分享)</p> <p>(C) Brief Timeline of Taiwan History and Yang's Green Island (30 mins)</p> <p>1. 教學內容與重點: 簡單的帶過權利並非與生俱來，而是爭取而來之後，帶入了英文版的台灣史((詳看附件一)。由於高中的學生已經有基本的台灣史背景，我以年代作為關鍵字，讓他們去推敲英文的可能含意。接著，再簡單說明以白色恐怖為書寫主題的小說《綠島》的故事大綱之後，我帶著同學念了一段小說的內容，希望他們透過文字與敘事的力量，感受到爭取權利之人與其家人所受的歷史創傷。</p> <p>2. 進行方式: 講述法</p> <p>(D) 《說好不要哭》的閱讀, 翻譯, 與錄音 (50mins)</p> <p>1. 教學內容與重點: 在讓學生初步反思人的價值與普世的人權意涵之後，文學作品的閱讀是希望讓同學慢慢進入台灣歷史上當事人的內在世界，而盡量避免讓歷史流於數字與數據。然而，楊小娜英文版的《綠島》一書雖然採納了大量的史實，但畢竟是虛構創作，所以便決定讓課程收束在《說好不要哭》這本繪本上，不只因為敘事簡單，“母親”的主題更容易讓學生感受。</p> <p>2. 進行方式: 同學先看過繪本，然後一組分 7~10 頁，討論並翻譯。在準備 30 分鐘後(練習朗誦)，現場直接一人一句接力錄音 (請見音檔)</p>
<p>教學評量</p>	<p>這次的課程作為人權博物館參訪的行前準備課程，主要的目的是讓學生在參觀時能更感同身受，所以當教學以討論與分享為主軸，英文的學習為輔時，評量的方式主要也以觀察學生的討論為主(60%)，另外學生在課堂上必須完成學習單的第一面。</p>

	<p>內容包括上課所討論的人/動物/機器人的差別，人權宣言中的單字與自己最喜歡的一條，與自己在繪本中所負責朗誦的那一句；而在參觀完人權博物館之後，完成學習單的第二面，內容包括劃下印象最深的景、介紹人權館、整體心得與進一步想研究的相關主題。學習單同學均先以手寫方式繳交給我，再我批改完之後再打成電子檔上傳學習歷程檔案 (學習單請參考附件二) (同學們的作業範本參考附件三)</p>
<p>參考資源 (補充教材、引用資料來源、小提醒.....)</p>	<ol style="list-style-type: none"> 1. Universal Declaration of Human Rights https://www.un.org/en/universal-declaration-human-rights/ 2. 楊小娜，《綠島》，謝靜雯譯，(台北: 印刻出版社，2016年) 3. 吳易蓁，《說好不要哭》，(台北: 玉山社，2018年) 4. Shawna Yang Ryan, <i>Green Island</i>, 2016.
<p>教學省思</p>	<p>自 2010 年開始教書以來，因為自己對各項議題的關注，所以總會偏愛讓學生選讀各項與議題相關的英文文章或觀看相關英文影片。所以從 <i>安妮法蘭克的日記</i>、<i>她們與她們的希望故事</i>《half the sky》、<i>長路漫漫</i>《A Long Way Down》，讓學生透過文字與影片理解各項事件與歷史背後所觸及的女性、兒童、種族與不正義。然而，雖然也讓同學參與過國際特赦組織的馬拉松明信片等活動，以便讓同學從知的面向上可以進一步採取行動，但是卻也發現這些英文教材幾乎沒有觸及台灣自己的歷史。此外，以往的這些閱讀與觀看往往也都是正課之外的補充與穿插，所以這次除了是第一次嘗試結合英文教學與台灣人權的主題，更是第一次用完整的時間，以台灣人權為主要教學目標的課程設計與實驗。</p> <p>英文教學首重『語言』本身的理解與產出，也就是，能夠透過英文這樣的符號去理解意涵並嘗試用這樣的符號做書面或口語的傳達；所以，英文教學的重點往往在單字文法與結構；但是，人權相關議題的單字很多，不僅閱讀難，要用他來表意更難，相當流於如同考試準備般地背誦與講述。所以，如何讓同學不只把這堂英文課當成“又是”一堂英文課(而且還是快要整整三節!)，如何讓同學將英文這個語言視為一種媒介，而進一步感受到「我」做為「人」與理解歷史事件中的人的感受，變得相當困難。換言之，語言教學與人權教育該如何結合，比例該如何拿捏，仍然是我還在思考的。</p> <p>這次嘗試從討論開始引發動機，並從最自身的經驗開始。而因為必須是以英文帶領討論，讓班上同學從提問、反思、閱讀、討論再反思等層層推進，真的花了非常多時間，也相當擔心同學會因為語言的困難而放棄討論與感受的機會。索性或許是以分組的方式同學討論算是專心與熱烈，而文學文字的力量也多少讓同學們更逼近現場與他人的內心感受。這次，很多第一次，有待改進的部分很多，但是希望同學感受到身為人的意義，身為人的責任，更是感受與珍惜這些得來不易的，視如呼吸的權利。</p>

上課照片 --學生將關於人的討論分組寫在黑板上



上課照片--學生分組查閱理解世界人權宣言英文版



參訪國家人權博物館照片



Human Rights and White Terror in Taiwan

(A) Brainstorming Question:

1. What is “human”? What makes “human” different (from animals and robots)?
2. Are you really a “human”? Who do you think is not “human” enough? Why?

(B) Film Watching and Thinking:

1. Based on what you think in “Born in the Brothel”, do you think children there are “human” enough? What human rights don’t they have?
2. Compared with children born in the brothel, are you aware of the human rights you have?

(C) Universal Declaration of Human Rights

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 one another in a spirit of brotherhood.

Article 2: Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

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

Article 13: (1) Everyone has the right to freedom of movement and residence within the borders of each state. (2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 18: Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19: Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers

* The rights you possess now is too usual and normal to be aware of. What rights you possess as a Taiwanese were pursued by activists in the past?

(D) The brief Historical Timeline of Taiwan

- * 1895-1945 Japanese occupation and colonization
- * 1945 The end of WW2. The Retreat of Japanese and the governing by KMT
- * 1947 The outbreak of 228 incident
- * 1949 (1) The defeat of KMT by Chinese Communist Party
 - (2) The enforcement of martial law
 - (3) The comprehensive imprisonment and death penalty of those who are against KMT
- * 1987 The end of martial law

Human Rights and White Terror in Taiwan

Before visiting National Human Rights Museum

(A) Brainstorming Discussion

1. What is human? The definition of “human” is not apparent without being compared with animals and robots. Please make a chart and compare humans, animals, and robots.

2. Based on the discussion above, are you a human or not? Why?

(B) Universal Declaration of Human Rights

1. Please record the new vocabulary you have and hear

2. Please record one of the articles you like most?

(C) The Picture Book *Do not Cry*

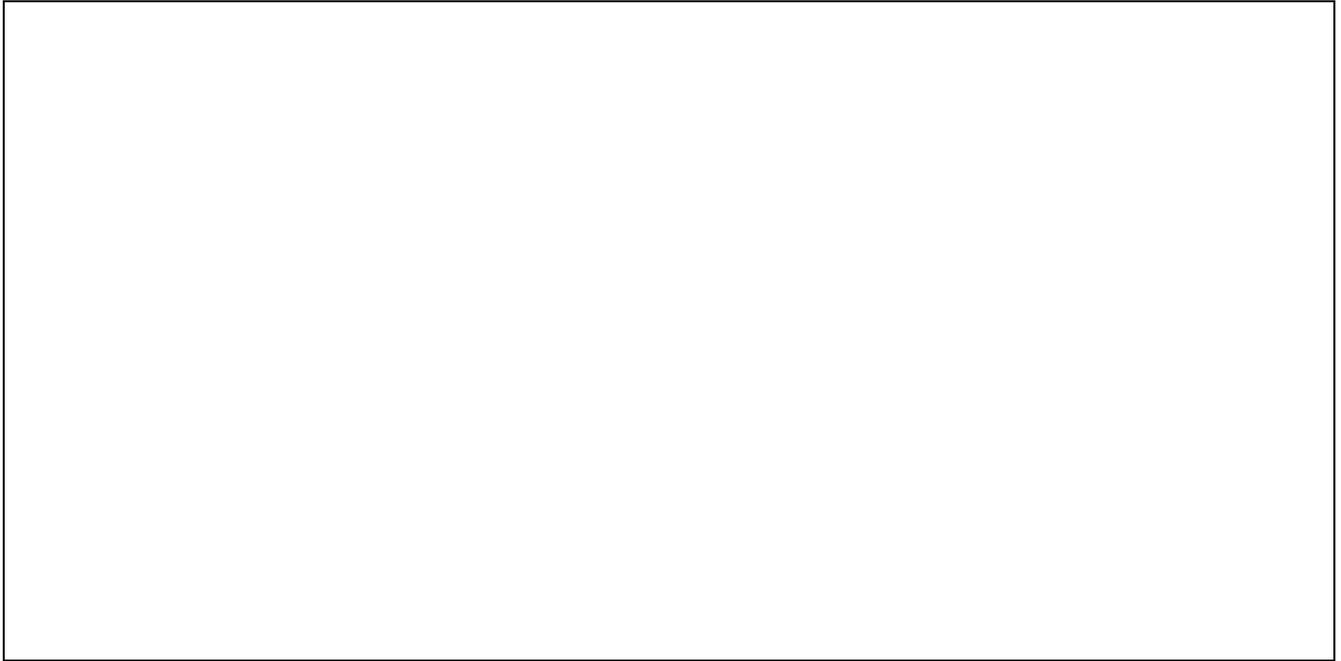
☛ *Do Not Cry* is a picture book illustrating the life of a criminal of consciousness (政治犯), who suffers from inhuman treatment under the martial law.

1. Please write the translation of the paragraph you are assigned



After visiting National Human Rights Museum

(A) Please illustrate one of the scenes that impress you most, such as a prison cell....



(B) Please imagine you are a tour guide. You have to introduce this museum to those who have never been there. How would you introduce?

1. This museum used to be _____
2. In this museum, you can (see, know...) _____

(C) Feedback: after learning human rights and the history of human rights in Taiwan and visiting the museum, what do you learn and how do you feel?

(D) Further Research:

Ex: The fictions of picture books on white horror

(附件三) 以下為學生作業的電子檔掃描為圖檔

Before visiting National Human Rights Museum

(A) Brainstorming Discussion

1. What is human? The definition of “human” is not apparent without being compared with animals and robots. Please make a chart and compare humans, animals, and robots.

Human :Changeable,Independent thinking ,creative ,sexual autonomy ,free will. Only human can think about who we are.

2. Based on the discussion above, are you a human or not? Why?

Some times I am but sometimes I am not .Because when I hate someone ,I want to kill them .This time I’m a beast

(B) Universal Declaration of Human Rights

1. Please record the new vocabulary you have and hear

arbitrary	任意	declaration	公告	prohibited	禁止
arrest	逮捕	origin	起源	torture	拷問
detention	拘留	status	狀態	cruel	殘忍
exile	放流	territory	領土	inhuman	不人道

學生 吳慈恩 作業

(C) The Picture Book *Do not Cry*

☛ *Do Not Cry* is a picture book illustrating the life of a criminal of consciousness (政治犯), who suffers from inhuman treatment under the martial law.

1. Please write the translation of the paragraph you are assigned

Dong Dong wanted to hug his mom and so did his mother.



學生 楊云萱 作業

(C) The Picture Book *Do not Cry*

Do Not Cry is a picture book illustrating the life of a criminal of consciousness (政治犯), who suffers from inhuman treatment under the martial law.

1. Please write the translation of the paragraph you are assigned

同樣被關在籠子裡的大家紛紛安慰他。

「加油！你一定可以回家和媽媽相聚的！」

People who were also kept in cages comforted him.

「Come on,you can go home and get together with mom ! 」



學生 左昇翰 作業

(B) Please imagine you are a tour guide. You have to introduce this museum to those who have never been there. How would you introduce?

1. This museum used to be a place to imprison the political prisoners.
2. In this museum, you can see the jail where the political prisoners are imprisoned and the space for their activities.

(C) Feedback: after learning human rights and the history of human rights in Taiwan and visiting the museum, what do you learn and how do you feel?

I understand why everyone call this situation like "white horror" It is so frightening that I can't imagine what it would have been if I had lived in 1970s. The most impressive thing is that the guide said "the male prisoners can go outside the room and breathe the fresh air for fifteen minutes every day but the female prisoners only can take a rest on the hallway, they can't go out of the building. It is too bad for them to be treated cruelly.

學生 楊云萱 作業

(C) Feedback: after learning human rights and the history of human rights in Taiwan and visiting the museum, what do you learn and how do you feel?

I feel the value of freedom . Freedom doesn't come easily . Many people have brought it with life and dignity. I feel the dark side of politics. Democracy is very important. I'm glad I was born in a democratic and liberal.

學生 陳逸靜 作業

(B) Please imagine you are a tour guide. You have to introduce this museum to those who have never been there. How would you introduce?

This museum used to be a jail and it is assigned to detain the criminal of consciousness in white terror.

(C) In this museum, you can (see, know...) see many room, and there is only a small, locked door and a toilet without a door in a tiny room. And every prisoner need to share a room with three or four criminal. In jail you can only go out of the room 15 minutes a day ,but in the break time you can't talk freely or police will do something bad at you. The living condition is not humane at all.

(D) Feedback: after learning human rights and the history of human rights in Taiwan and visiting the museum, what do you learn and how do you feel?

After visiting the human rights museum I realize what is white terror and hoe terrible the government was .Now when I think about freedom, I feel very sad but proud of the people before .They protect our rights and created many party to share their thinking, but this isn't allowed so if you are found by government ,you would go into the jail and leave your family .It can be very worst ,because the judges will sentence you death penalty. You don't have any dignity when you in the jail.

學生 吳慈恩 作業

(C) Feedback: after learning human rights and the history of human rights in Taiwan and visiting the museum, what do you learn and how do you feel?

___I feel very shocked by the situation of the so-called political prisoners. In the era of the KMT' s authoritarianism, these people may be misunderstood and imprisoned, and sometimes the government will even use force to force you to confess

the crime. We should be glad that we aren' t in the era of the white terror, and show respect for those victims of human rights.

學生 法鈞詠 作業

(B) Please imagine you are a tour guide. You have to introduce this museum to those who have never been there. How would you introduce?

1. This museum used to be the campus of Military Law Academy which established in June,1967.
2. In this museum, you can (see, know...) know the history of the white terror in the Martial Law Era deeper.Besides,you can also visit tangible prison and working place for the political prisoner.What's more,you can visit the First Court.Some famous cases such as Kaohsiung Incident all received the trial all in the court.

—

(C) Feedback: after learning human rights and the history of human rights in Taiwan and visiting the museum, what do you learn and how do you feel?

After visiting the museum,I not only learned about the history,but also personally visited the place that imprisoned the political prisoner.The area that impressed me is the security room because after the prisoner had gone to the security room,he/she would wear anklet and brought to the execution ground where he/she would be shot dead.It was extremely inhuman and cruel.The visit to the museum was very worthwhile.

學生 左昇翰 作業

(D) Further Research:

Ex: The fictions of picture books on white horror

鄭麗淑 whose father was taken away from 臺電 in 1953 by some men. At a young age, she knew how to kneel to the jailer and ask for an open door to her father .Her father was eventually executed in 1955 for rebellion. To my surprise, before her father died, her father suggested his wife (鄭麗淑媽媽)that if her really couldn' t stand the life, perhaps sself-knoting was also an option . I just can' t imagine it. It can be seen the helplessness and sorrow of the family members of political prisoners under the white terror.

學生 法鈞詠 作業

(附件四) 學生繪圖圖檔



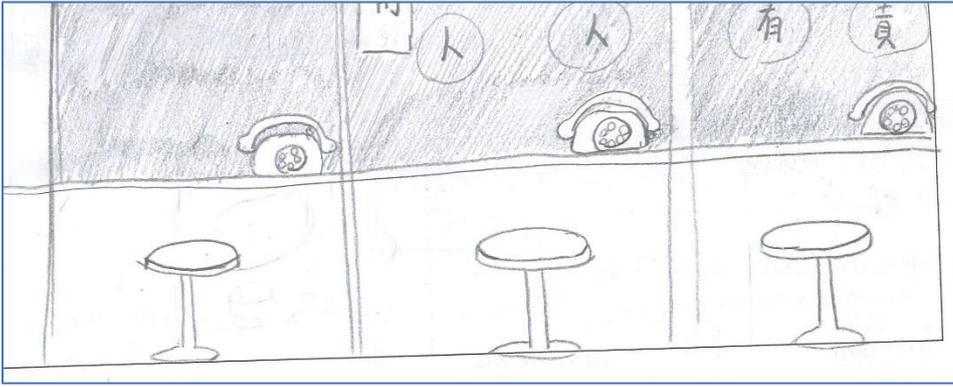
陳逸靜同學



林祺翔同學



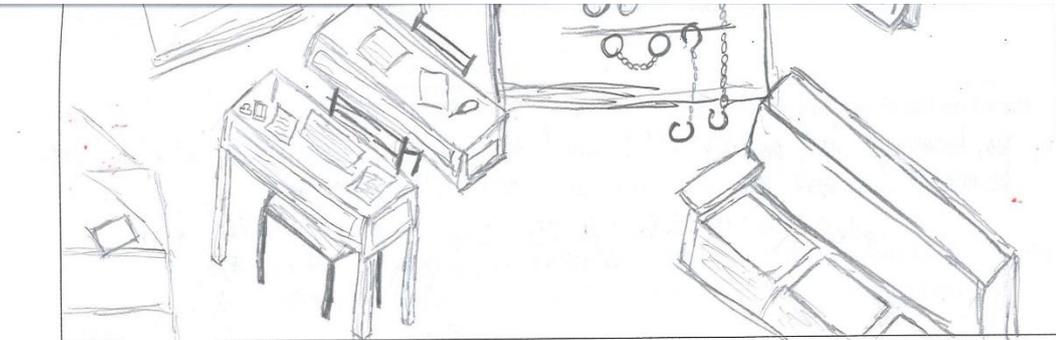
張家綾同學



張又文同學



鄭榆燕同學



張育瑄同學