

## Lesson 10: Final Quiz

### PURPOSE

To review the content of the whole curriculum with students and evaluate their learning.

### LEARNING OBJECTIVES

By the end of the lesson, students will be able to:

1. Identify and further refine their knowledge of the core contents of the curriculum.

### VOCABULARY

- No new vocabulary.

### MATERIALS & RESOURCES

- Final Quiz
- Final Evaluation

### PROCEDURE

**Step 1:** Ask the students if they have completed the [Interim Quiz 2](#). Ask them if some of the questions were difficult and help clarify the answers.

**Step 2:** Announce to the students that the main part of the class will be the [Final Quiz](#) and give instructions for the quiz. Have a volunteer assist in handing out the questions and help calculate the points of all groups.

Divide the rest of the students into a maximum of 4 groups and have them play the quiz. Students should name their groups. The groups will compete against each other to answer the questions correctly. Lead the quiz by using the Final Quiz worksheet. The objective of the quiz is to review the main ideas from all the previous lessons.

After all four rounds of the quiz are completed, calculate the points of each group and announce the winners.

**Step 3:** Give instructions and ask students to fill out the [Final Evaluation](#). Offer closing remarks and thank students for participating in the Human Dignity Curriculum.

**Final Quiz****A. Mark sentences as true or false. Each correct answer gives 1 point.**

Instructions: Give printed questions to each group. The groups get 3 minutes to answer all questions. After all groups finish, pick up the sheets with answered questions. With the help of the volunteer, read out loud the correct answers and calculate the number of points for each group. Write the points of each group on the board.

1. T/F The Preamble of the Universal Declaration of Human Rights says that human rights grant human dignity.
2. T/F If we reduce the number of people on earth, the wealth per person will increase.
3. T/F Our emotions are sometimes wrong, that is, not always in accord with reality.
4. T/F Skewed male-female ratio in some countries is a result of population control policies coupled with social preference for boys.
5. T/F “Rampant demographic masculinization” describes skewed sex ratios due to femicide.
6. T/F Disney 1968 Family Planning video shows how art can be used for propagandistic purposes.
7. T/F Saying that cheating is wrong is simply your opinion.
8. T/F A 1992 poster from Kenya, read: “Jobs are scarce. Have few children.”
9. T/F Justice is blind means that if we want to be just, we need to be blind to all differences among people.
10. T/F Invention of ultrasound decreased femicide.
11. T/F He who has a ‘why’ to live can bear with almost any ‘how’.

12. T/F Justice is the same as legality. If it wasn't just, it wouldn't be made a law.

**B. Write the answer to the essay questions. Each correct answer gives 3 points.**

Instructions: Give printed questions to each group. Groups get 7 minutes to answer all three questions. After all groups finish, pick up the sheets with answered questions. Read out loud the answers of each group on the following scale: 3 - the answer is comprehensive enough and explains the main point, 2 - the answer is correct but it is missing some important elements, or it is partially true and partially false, 1- the answer provides very limited accurate explanation, 0 - no answer is provided or it is completely false. Calculate the number of points for each group and write them on the board.

13. Is the Universal Declaration of Human Rights a Western construct? Explain.

14. Name and explain three types of coercion:

**C. For each answer, make a correct question. Each correct answer gives 1 point, each wrong answer gives -2 points.**

Instructions: After hearing the question, the groups get 20 seconds to react by raising the hand. The group which reacts the fastest gets to answer the question. If they answer wrong, the next group gets to answer.

15. Policies which aim to alleviate poverty and achieve development by reducing the number of poor people instead of reducing poverty.
16. The bet whether the prices of the five selected metals would decrease or increase by the end of 1980's.
17. That which exists or is true regardless of what people think or feel about it.

18. Having information, education and alternatives presented to be able to make truly free and responsible decisions.
19. The human power to use our imagination and ideas to shape the world.
20. The sum of goods needed both for the individual and the community to flourish.
21. A group of people unified in the pursuit of common good.
22. A habit of treating everyone as equal in humanity and giving everyone their due.
23. My purpose or a higher goal.
24. The practice of intentionally aborting female children or killing them after birth because of the preference for male posterity.

**D. The Chase: Choose the correct answer. There can be more than one correct answer.**

**Instructions: There will be two games: A and B. In each game there will be a Chaser from one group and the Contestant from the other group.**

If there are 4 groups, write on two papers “Chaser” and on two other “Contestant” without students seeing it. Have each group choose one paper. In both games one group will chase and one will be chased.

There are 7 questions for each round. The Contestant starts with +1 point from the Chaser. Each correct answer brings +1 points. Both the Chaser and the Contestant are answering simultaneously. After the question is shown on the screen and read out loud by the teacher, both the Contestant and the Chaser have 15 seconds to write the answer on a sheet of paper. After the time is up, they hand out the answers to the teacher who gives points for correct answers and writes the points on the board. After all seven questions are answered, the total number of points is calculated for both the Chaser and the Contestant.

If the Contestant wins, the winning group gets +2 points. If it ends up tied, Chaser’s group gets +2 points and the Contestant’s group gets -1 point. If the Chaser wins, his group gets +5 points and the losing group -2 points.

## GAME A:

25. Which one is correct:
- a) Human rights grant human dignity
  - b) Human rights are a Western invention
  - c) Human dignity is a Western construct
  - d) Human dignity is the foundation of human rights
26. Malthusian theories claim that:
- a) Number of people has the tendency to rise beyond the means of subsistence.
  - b) Efficiency in food production increases faster than population.
  - c) There is no correlation between poverty and population growth.
  - d) People are inventors and problem-solvers.
27. Which of the following statements are subjective:
- a)  $2 + 3 = 5$
  - b) All persons are equal in dignity.
  - c) It is morally wrong to intentionally hurt an innocent person.
  - d) All conservatives are wrong.
28. What are population control policies that violate human rights:
- a) Forced sterilization
  - b) Abortion without consent
  - c) Femicide
  - d) Ultrasound
29. The growth of population:
- a) Increases our stock of useful knowledge
  - b) Brings short term negative effects
  - c) Inevitably leads to mass starvation
  - d) Requires improved transportation infrastructure and networks, and it makes investment in transportation more cost-effective
30. Which of the following statements was written by Paul Ehrlich in The Population Bomb:
- a) To stabilize the population we must eliminate 350,000 people per day.
  - b) At long last, India is moving to effectively address its population problem.
  - c) A cancer is an uncontrolled multiplication of cells; the population explosion is an uncontrolled multiplication of people.
  - d) We are overpopulated and cannot feed ourselves from our own resources.

31. What is the most important principle to determine whether someone has a right to life:
- a) Disability
  - b) Sex
  - c) Being human
  - d) Level of cognitive and emotional development
32. In many countries, skewed male-female ratio due to feminicide has led to:
- a) Sex trafficking
  - b) Forced marriages
  - c) Bride buying
  - d) More jobs
33. Which of the following statements are true:
- a) Eugenicists and Malthusians often allied in policy-making.
  - b) In 1966, President Johnson made U.S. foreign aid dependent on countries adopting population control policies.
  - c) In 1977, the US head of the Office of Population Affairs, Reimert Ravenholt, said he hoped to sterilize a quarter of the world's women.
  - d) After India's 'Emergency' period, Indira Gandhi received the United Nations Population Fund award alongside China's Qian Xinzong, creator of the one-child policy.
  - e) all of the above

## GAME B:

34. The Universal Declaration of Human Rights (UDHR) was adopted in:
- a) 1938
  - b) 1946
  - c) 1948
  - d) 1952
35. Which of the following is among the seven forms of capital essential to the achievement of prosperity:
- a) Financial resources of a nation
  - b) Human capital
  - c) Gambling
  - d) Having rich benefactors
36. Which of the following statements is objectively true:
- a) Tigers are really big.
  - b) My hair looks ugly.
  - c) We should not cheat on tests.
  - d) People can have different opinions, but this does not mean they are all equally true.
37. Coercion in population control can arise through:
- a) Forced procedures
  - b) Psychological pressure
  - c) Economic pressure
  - d) Informed consent
38. We can no longer afford merely to treat the symptoms of the cancer of population growth; the cancer itself must be cut out. Which of the following countries shows that economic growth can go hand in hand with population growth:
- a) Cambodia
  - b) Vietnam
  - c) Hong Kong
  - d) Japan
39. Both Malthusians and Eugenicists claim that:
- a) Allegedly inferior people should be prevented from reproducing.
  - b) People are problems that need to be limited or eliminated.
  - c) viewed the human person as an object.
  - d) proposed eliminating undesirable offspring, to save energy and resources.
40. What are the most important principles in determining who should enter college:
- a) Level of knowledge
  - b) That no one feels bad
  - c) Skin color
  - d) High-school grades

41. Which of the following countries has a problem with femicide:
- a) India
  - b) Armenia
  - c) Montenegro
  - d) Albania
42. Which of the following was not a part of the Human Dignity Curriculum:
- a) Disney
  - b) Thanos
  - c) UDHR
  - d) MTV



**Final Quiz - Answer Key for the teacher**

1. F – it says that human dignity is the basis for human rights.
2. F – this does not necessarily follow. This theory disregards the creative power of people to come up with new inventions and more efficient ways of producing things.
3. T
4. T
5. T – This term is mentioned in the article Missing: 163 Million Women
6. T
7. F – it is objectively so.
8. T -
9. F – we should be blind to everything except to a principle important for the thing in question.
10. F - pregnant women were taking advantage of a cheap and pervasive sex determination tool—ultrasound—and aborting if the fetus turned out to be female.
11. T
12. F – some things can be legal and still unjust (e.g. slavery and racial segregation were legal).
13. The UDHR is not a Western construct since participation by developing countries in the framing of the Declaration was important. At the U.N.’s founding conference, it was chiefly the smaller or less-developed nations who were responsible for the prominent position of human rights in the U.N. Charter. Some most prominent drafters not only contributed significant insights from their own culture, but each possessed an exceptional ability to understand other cultures, and to “translate” concepts from one frame of reference to another. The Declaration itself was based on extensive comparative study... Among the fifty-eight Member States which reviewed the near-final draft, there was even greater cultural and ideological diversity, including six members from Asia, four from Africa, plus the large Latin American contingent. Six of the “European” members belonged to the communist bloc; Islamic culture was strong in eleven; and four had large Buddhist populations. Of those nations which were not represented in drafting, most new nations adopted constitutions resembling the UDHR as soon as they gained independence. In 1993, virtually all countries in the world participated in the adoption of the Vienna Human Rights Declaration which reaffirmed the UDHR. Finally, the UNESCO group discovered that a few basic practical concepts of humane conduct elaborated in the UDHR were so widely shared that they “may be viewed as implicit in man’s nature as a member of society.”

14. Three types of coercion are: coercion through psychological pressure, economic pressure and by force. Psychological pressure is a reasonable fear that one will be subjected to violence, detention, duress or psychological oppression. Economic pressure is when someone risks losing their job or facing unreasonable fines or other financial penalties for failing to submit. Likewise, incentivizing people through payments to undergo procedures they otherwise wouldn't submit to, is a form of economic pressure or coercion. In the case of coercion by force, individuals lack the information or knowledge necessary to give informed consent and are physically forced to undergo certain procedures.
15. What are population control policies?
16. What is Simon-Ehrlich wager?
17. What is "objective"?
18. What is informed consent?
19. What is creativity?
20. What is the common good?
21. What is solidarity?
22. What is justice?
23. What is a mission?
24. What is femicide?
25. d
26. a
27. d
28. a, b and c
29. a, b and d
30. a) quote by oceanographer Jacques Cousteau
31. b) quote by Robert McNamara, at the time of India's Emergency (mass sterilization camps), then Secretary of Defense under President Johnson
32. c) quote by Paul Ehrlich from The Population Bomb
33. d) quote by Adolf Hitler, on economic policy in 1936
34. c
35. a, b and c
36. e - all of the above
37. c
38. a and b
39. c and d
40. a, b and c
41. c and d

- 42. a, b, c and d
- 43. a and d
- 44. a, b and d
- 45. d

**Final Evaluation****A. Curriculum**

1. After finishing the curriculum, how would you describe its purpose?

2. Which topics did you like the most among the ones listed: human dignity and human rights (UDHR), treating persons as objects in population control policies (video: obviously Thanos is evil, he's also wrong, article: Who won the bet of the century?) power to think about emotions (C.S. Lewis: The Tao, Paul Ehrlich's response to population in India), coercion in population control policies (*A History of Neo-Malthusianism* article, video: *What it was like to grow up under China's one-child policy*, Population Posters from Around the World), freedom for excellence and informed consent, creativity, propaganda (Disney, National Film Board of Canada: Population Explosion), solidarity (Dalai Lama reading, video of Aliah Dimaporo and Tamara Tan Azaña), habits of excellence, Justice (article: Seeds, Scarcity and Coercion, video: Canadian Indigenous Women and class-action lawsuit), femicide, the mission statement (learning about manifestos and writing your own). Pick your top three.

- 1.
- 2.
- 3.

3. Rate the quality of each lesson on a scale of 1 to 10:

- Human dignity and human rights (UDHR): \_\_\_\_\_
- Treating persons as objects in population control policies: \_\_\_\_\_
- Power to Think about Emotions (C.S. Lewis: The Tao, Germain Greer on Ehrlich): \_\_\_\_\_
- Coercion in population control policies: \_\_\_\_\_
- Creativity and propaganda (Disney, Population Explosion video): \_\_\_\_\_
- Solidarity (Dalai Lama, Aliah Dimaporo and Tamara Tan Azaña ): \_\_\_\_\_
- Habits of excellence: Justice : \_\_\_\_\_
- Femicide (missing women): \_\_\_\_\_
- The Mission (manifesto): \_\_\_\_\_

4. What, generally, did you like the most about the curriculum?

5. What do you think you learned from the curriculum?

6. Did you change any opinions you held before? If so, which ones?

7. Did you think you gained any new skills? Which ones?

8. Were the examples and materials (videos, readings, discussion guides) interesting and illustrative of the content? Explain.

9. What did you find most useful about the curriculum? Did you find certain ideas relevant for your life?

10. Is there anything you disliked?

11. Did the curriculum meet your expectations? How?

12. Would you recommend it to a friend? Why?

**B. Competencies**

Do you agree with the following statements? Circle the number from -5 (strongly disagree) to 5 (strongly agree), depending on how much you agree with the statements.

## B.1. Opinions and values

13. Access to college should be based on knowledge and/or prior grades.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

14. Human rights are a Western construct.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

15. Human dignity is given to us by the State.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

16. More humans in the world will mean more poverty in the long-term.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

17. Not all people should have the right to life.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

18. In some parts of the world, girls are killed or aborted because society prefers boys.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

19. To achieve development, we should reduce the number of people in the world.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

20. It is unjust to prohibit a research lab from performing human cloning.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

21. Everything science and technology can do, should be done.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

22. Disabled people should be sterilized even without their consent.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

## B.2. Behaviors

23. When I do something, I try to consider the purpose of my actions.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

24. I act as if all values are relative.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

25. I try to think whether my emotions correspond to reality.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5



26. To be truly free, I try to find meaning and purpose in life.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

27. I am trying with a group of friends to implement a project which would make the world a better place.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

28. When I see a piece of art, I think whether the message it communicates is a just and noble one.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

C. Teacher

29. Did the teacher explain the content in a clear and effective way?

30. Did the teacher give examples that made the content more interesting and relevant to your life?

31. Did the teacher summarize the previous lesson at the start of each new lesson to help you recall the main ideas?

**D. Final considerations**

32. Do you have anything else you would like to share regarding the curriculum, the classes, etc.?