

LESSON PLAN

**Breaking Down the Preamble to the Universal Declaration of Human Rights:
Human Rights as Human Needs**

MODULE ONE. FOUNDATION: *UNIT I. Why Do We Need Human Rights?*

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LENGTH	NEBRASKA SOCIAL STUDIES STANDARDS	McREL NATIONAL STANDARDS
2 - 3 days	US History: 8.4.2 World History: 12.1.13, 12.1.14, 12.2.10 World Geography: 12.4.6 Government: 12.3.9, 12.3.5	World History: 12.2.5, 12.1.14, 12.1.2, 12.3.2, 12.3.3

OBJECTIVES	TERMS
<ol style="list-style-type: none">1. Students will grapple with the notion that human rights are inherent by examining how many of the 30 articles in the UDHR address concepts that are necessary for human survival and self-actualization.2. Students will look at the issues focused on in the Declaration based on these topics: Education, Medical, Social and Cultural Freedom, and Economics.3. Students will compare these issues with relevant video examples of historical events and look for possible violations from the actual events.	Universal Declaration of Human Rights

MATERIALS
<ul style="list-style-type: none">• Copy of UDHR preamble and articles Universal Declaration of Human Rights http://www.netnebraska.org/extras/humanrights/00/0000/media/UniversalDeclarationHumanRights.pdf http://www.un.org/Overview/rights.html• Optional: Video examples of war, civil rights protests, assassination, etc.

Day One:

- I. As a class, read aloud the Preamble and discuss what some of the goals and responsibilities are dictated to each individual.
- II. Break up the Preamble articles into Sections based on Education, Medical, Social and Cultural Freedom, and Economics.
- III. If there is extra time, put students into pairs and have them read through the sections and come up with a main idea or goal for each group of rights.

Day Two:

- IV. In partners (or individually), have students brainstorm a list of needs for a newborn child to survive and grow into a healthy and fully actualized human being.
- V. Students will then compare their list to a summary document of the 30 articles created the day before.

- VI.** Groups will be asked to eliminate one section of rights from the newborn's life. Make sure there are enough groups to have eliminated all sections at least once.

Day Three

- VII.** After discussing the impact the absences of these rights would have on the child's development, groups will be asked to artistically illustrate the "future adult" as s/he might evolve without those specific group of rights.
- VIII.** Optional: Watch a video example of war, civil rights protests, assassination, etc. and have the students write down examples they see as violations of rights. Then, have them go back and explain which section(s) of the Declaration was violated and how.

ASSESSMENT:

1. Written: Critical Thinking Questions

- a. According to the Declaration, should respect for human rights be promoted and/or required by ALL countries?
- b. Which article(s) do you see as most universally important? Which one could cause the most controversy to enforce? Support your answer
- c. Should a nation's human rights record be considered when trading or dealing in international business, or is this separate from what happens behind a country's "closed doors"?

2. Optional Video Discussion

- a. Using the video clips, allow students time to share the violations they noticed and discuss how these violations should be handled.
- b. Discuss the idea of Universal Human Rights. Do they really exist? Is there a time when these rights can be justifiably broken?