

LESSON PLAN

Values, Human Rights, Civil Rights

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

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LENGTH	NEBRASKA SOCIAL STUDIES STANDARDS	McREL NATIONAL STANDARDS
2 days	Star: 12.1.13, 12.3.9, 12.4.3 General: 12.1.14, 12.2.10	History: 2.5, 2.10 Civics: 1.1, 2.1

OBJECTIVES	TERMS
<ol style="list-style-type: none">1. Students will develop an understanding of the relationship between international human rights, US civil rights, and one's values.2. Students will be able to express the similarities and differences between international human rights and US civil rights.	International Human Rights US Civil Rights Values

- MATERIALS**
- Values cards, one set per student. Instructor will make cards with the following values: Freedom, Justice, Tolerance, Self-Reliance, Equality, Community, Cooperation, Stability, Security, Democracy, Peace, Civil Rights.
 - Paper and pens
 - Attached Chart
 - *Websites:*
 - What is Globalization? <http://usforeignpolicy.about.com/od/trade/a/whatisgz.htm>
 - Glossary of Affirmative Action Terms <http://www.sunysb.edu/diversity/Glossary.html>
 - Michigan Elliott-Larsen Civil Rights Act http://www.michigan.gov/documents/act_453_elliott_larsen_8772_7.pdf
 - Human Rights Developments <http://abc.net.au/civics/rights/enter.htm>

Based on an activity in the Choices Program: <http://www.choices.edu/resources/values.php>

Day One:

- I. Hand out the value cards to each student.
- II. Have each student rank values in order of most important to least important. Once the students have ranked the cards, have each student express why they ranked as they did. Have students record these rankings.
- III. Using the web resources, have a class discussion to develop a definition for international human rights, US civil rights, and values. Write these definitions and post.

Day Two:

- IV. Have the class fill in the attached chart, using the websites as guides.
- V. Have students brainstorm possible conflicts between international human rights and individual/country use of values. Discuss with the students the concept of ethnocentrism and the possible role it plays in violation of international human rights.
- VI. Closure: Have the students re-rank their values. Ask the students to compare the list to their original rankings and discuss why (or why not) their rankings changed.

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	US Civil Rights	International Human Rights
Rights Protected by		
Rationale Basis		
Who Protects?		
Who Processes Rights?		
Examples When Government(s) Violated Rights		
Effect on Community		
Effect on International Community		