LESSON PLAN

Values, Human Rights, Civil Rights
MODULE ONE. FOUNDATION: UNIT I. Why Do We Need Human Rights?
Created by: Ken Meyers, Wilcox-Hildreth High School

LENGTH
2 days

NEBRASKA SOCIAL STUDIES STANDARDS
Star: 12.1.13, 12.3.9, 12.4.3
General: 12.1.14, 12.2.10

McREL NATIONAL STANDARDS
History: 2.5, 2.10
Civics: 1.1, 2.1

OBJECTIVES
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.

TERMS
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
  Human Rights Developments
  http://abc.net.au/civics/rights/enter.htm
  Michigan Elliott-Larsen Civil Rights Act

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.
<table>
<thead>
<tr>
<th>US Civil Rights</th>
<th>International Human Rights</th>
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<tbody>
<tr>
<td>Rights Protected by</td>
<td></td>
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<tr>
<td>Rationale Basis</td>
<td></td>
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<tr>
<td>Who Protects?</td>
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<td>Who Processes Rights?</td>
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<tr>
<td>Examples When Government(s) Violated Rights</td>
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<tr>
<td>Effect on Community</td>
<td></td>
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<tr>
<td>Effect on International Community</td>
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