

**LESSON PLAN**

**Human Rights Gained – Human Rights Lost**

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

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**LENGTH**

3 - 4 days

**NEBRASKA SOCIAL STUDIES STANDARDS**

US History: 12.1.2, 12.1.3, 12.1.4,  
12.1.10

World History: 12.2.8, 12.3.2, 12.3.3,  
12.3.4, 12.3.9

**McREL NATIONAL STANDARDS**

US History: 6.8, 25.1, 25.4, 29.1,  
29.3, 29.4, 30.1

**OBJECTIVES**

1. Students will explore the role and fragile nature of national law as a tool in the human rights struggle.
2. Students will explore key events in American history and the struggle of selected marginalized groups to gain and or maintain their personhood and citizenship status in the United States.
3. Students will analyze the impact of national laws on the protection of human rights for certain marginalized groups.
4. Students will evaluate the need for laws beyond those of nations as a means of protecting human rights.

**TERMS**

Citizenship  
Federal Law

**MATERIALS**

Pen and paper

**Day One - Two:**

- I. Students will select one of the following groups of people and trace their political history in the United States as it relates to their status as “persons” and citizens with protection of their basic rights via the US Constitution.  
Native Americans    Japanese Americans    African-Americans
- II. Students should gather information that illustrates key events regarding the collective security of their group of people in its relation to the US government and mainstream society. Particular emphasis should be placed on legislation or any court cases used to legitimize the rights of the group being studied.

**Day Three:**

- III. After completing their research, students should prepare a basic outline of the information they discovered.
- IV. Create new student groups, ensuring that one student spokesperson is included from each of the population groups studied. Students should share the outlines of the information they discovered in their research. Following the sharing sessions, students need to discuss how effective the United States has been in protecting the human rights of the groups studied overall and what patterns emerge.

**Day Four:**

- V. Hold a class discussion on whether the national laws of the United States alone can guarantee human rights protection for all who live in this country.