

**LESSON PLAN**

**Society/Government Relationship in Human Rights**

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

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**LENGTH**

2 days

**NEBRASKA SOCIAL STUDIES STANDARDS**

Star: 12.1.13, 12.2.11, 12.4.6

General: 12.2.5, 12.2.10

**McREL NATIONAL STANDARDS**

History: 2.1, 2.2, 2.4

**OBJECTIVES**

1. Students will analyze the roles of societies when governments violate human rights.
2. Students will develop rationales, both pro and con, used by societies when governments sanction human rights violations.

**TERMS**

Intolerance  
Genocide

**MATERIALS**

- Chart paper and pens
- Additional Resources for Students' Research
  - Video: *Hotel Rwanda*, *Schindler's List*, *The Wave*
  - Speech:
    - President Clinton's Apology to the People of Rwanda (given at Kigali, March 25, 1998)  
<http://www.pbs.org/wgbh/pages/frontline/shows/evil/etc/script.html>
    - PBS Online NewsHour  
[http://www.pbs.org/newshour/bb/africa/jan-june98/rwanda\\_3-25.html](http://www.pbs.org/newshour/bb/africa/jan-june98/rwanda_3-25.html)

**Day One:**

- I. Divide class into groups. Assign each group two violations of human rights or have each group select its own. Possible events:
  - German reaction to Holocaust
  - US citizens' treatment of Native Americans
  - Apartheid in South Africa
  - Biafra
  - Kashmir
  - Women's suffrage movement in US
  - Western societies and the Hutu and Tutsi in Rwanda
  - Pogroms in Russia
  - Institution of slavery in US
  - 1999 Sierra Leone
  - West African support of slave trade
- II. Students will research each event. Following the investigation, students are to develop a timeline of the important events. Students will next establish three (3) factors that led up to the event and then develop three (3) rationales as to why the society reacted as it did and then did or did not oppose the government's actions.

**Day Two:**

- III. Following that research, each group will present its findings. Class should then determine if there are any common factors in the given societies as to why or why not they did or did not resist the government's actions. Have class discuss issues that are present today that still allow for these actions to take place.
- IV. Closure: Discuss if times/conditions have changed? If so, will violations of human rights stop in the future?