

LESSON PLAN

World War II: A Legacy of Human Rights

MODULE ONE. FOUNDATION: *UNIT II. What Are Human Rights and Where Do They Come From?*

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LENGTH

3 days

NEBRASKA SOCIAL STUDIES STANDARDS

US History: 12.1.3, 12.2.10, 12.1.14

McREL NATIONAL STANDARDS

US History: Era 9, 10
World History: 9 (43,44,46)
42 Benchmark 2

OBJECTIVES

1. Students will discuss examples of possible Human Rights violations from World War II.
2. Students will research analyze how different events and perspectives influence how we decide what is a violation of the law.
3. Students will use the website to trace the steps which must be taken by an individual or group claiming that a violation has taken place.

TERMS

Human Rights
International Laws
Holocaust
Atomic Bomb
Internment Camp
Human Dignity
Well Being
Justice

MATERIALS

Universal Declaration of Human Rights

<http://www.netnebraska.org/extras/humanrights/00/0000/media/UniversalDeclarationHumanRights.pdf>

<http://www.un.org/Overview/rights.html>

(To be used at the conclusion of World War II unit in class)

Day One:

- I. Have students create a list of possible Human Rights violations and events that took place during the years of 1930 – 1950, including but not totaling:
 - a. Holocaust
 - b. Creation and use of the Atomic bomb
 - c. Technology changes and inventions during WWII
 - d. Use of United States Internment camps
 - e. German Aggression and the denial of other states' sovereignties
- II. For each violation, have the students works in pairs or small groups to:
 - a. Define what happened during this event.
 - b. Give reasons why this event could be considered a human rights violation.
 - c. Who should be held responsible for this violation (individual or group)?

Day Two and Three

- III. Have students read the Preamble to the Universal Declaration of Human Rights. Have the students create class definitions of Human Dignity, Well Being, and Justice.
- IV. Using the treaty, assign each group one of the listed violations. Each group will then be responsible to prove how each event is a violation of one or more of the three rights mentioned above.

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III. Have the students write a response explaining why it is so difficult for individuals/groups/countries to prove that a human rights violation has taken place.

IV. If there is time, present students with this open-ended discussion question:

During World War II, there were few events where the United States fell into the “gray area” of violations. Why do you think the US was never questioned or held responsible for these questionable events?