

**LESSON PLAN**

**Political Upheaval and the Security of Human Rights**

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

Created by: Linda Kalbach, Doane College

**LENGTH**

4 - 5 days

**NEBRASKA SOCIAL STUDIES STANDARDS**

World History: 12.2.7, 12.2.10

**McREL NATIONAL STANDARDS**

World History: 45.2, 45.3

**OBJECTIVES**

1. Students will explore the concept of basic human needs.
2. Students will explore factors leading to political turmoil.
3. Students will explore the relationship between political turmoil and human rights violations.
4. Through research, students will evaluate the connection between political and economic opportunity and human rights protection.

**TERMS**

Basic Human Needs  
Economic Opportunity  
Political Turmoil

**MATERIALS**

- Pen and paper, poster boards and markers
- Website:  
UN Office for the Coordination of Humanitarian Affairs  
<http://www.irinnews.org/>

**Day One:**

- I. Engage in a class discussion on what students believe are the primary human needs that a society must meet in order for it to function and for its people to be secure. Expand the discussion so that students explore how societies break down when needs are not met. Discuss what tactics are used by those trying to get their needs met and how those in political power might respond. Discuss the possibility for violence and how human rights may be impacted during times of political and economic turmoil.

**Day Two – Three:**

- II. Using the United Nations site on Humanitarian Affairs mentioned above, have groups of students select an area to research.
  - a. (You may want to have each student select a specific country from the site or a particular issue from the site.)
  - b. Have students take notes specifically on current issues in the region politically, economically, and socially that are causing the area problems. Have students include any historical and contemporary factors related to the current problems.
  - c. Ensure that each group details the human rights situation in the area.
- III. Have students discuss the information they have discovered and search for inter-related factors between the following:
  - a. status of basic human needs
  - b. political and economic opportunity for all factions of society
  - c. political response by government officials
  - d. prevalence of human rights violations

**LESSON PLAN – Political Upheaval and the Security of Human Rights**

***Day Four:***

- IV. Have students prepare a visual poster or display board of their research findings and the results of their group discussion.

***Day Five:***

- V. Have each group present their visual to the full class.
- VI. Conclude the activities with a final synthesizing discussion.