

**LESSON PLAN**

**Historical Documents and Human Rights**

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

Created by: Ken Meyers, Wilcox-Hildreth High School

**LENGTH**

2 days

**NEBRASKA SOCIAL STUDIES STANDARDS**

Star: 12.1.13, 12.2.11  
General: 12.3.1

**McREL NATIONAL STANDARDS**

Historical Understanding: 2.1, 2.2

**OBJECTIVE**

Students will develop an understanding of historical documents and how these documents became the fundamental framework for civil liberties, limitations on government, and how they defined responsibilities of citizens.

**TERMS**

Civil Liberties  
Magna Carta  
English Bill of Rights  
Petition of Right  
US Bill of Rights

**MATERIALS**

- Chart paper and pens.
- Copies of the following:
  - Magna Carta from The British Library  
<http://www.bl.uk/collections/treasures/magna.html>
  - English Petition of Right  
<http://www.constitution.org/eng/petright.htm>
  - English Bill of Rights  
[http://avalon.law.yale.edu/17th\\_century/england.asp](http://avalon.law.yale.edu/17th_century/england.asp)
  - Declaration of Independence  
<http://www.archives.gov/exhibits/charters/declaration.html>  
<http://www.unl.edu/HumanR/teach/00/0000/media/DeclarationOfIndependence.pdf>
  - US Constitution  
<http://www.archives.gov/exhibits/charters/constitution.html>
  - US Bill of Rights  
<http://www.unl.edu/HumanR/teach/00/0000/media/BillOfRights.pdf>  
[http://www.archives.gov/exhibits/charters/bill\\_of\\_rights.html](http://www.archives.gov/exhibits/charters/bill_of_rights.html)
  - US Constitutional Amendments 11 – 27  
[http://www.archives.gov/exhibits/charters/constitution\\_amendments\\_11-27.html](http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html)

**Day One:**

- I. Divide class into six groups. Give each group one of the above documents.
- II. Students should analyze their document and list the civil liberties guaranteed, limitations placed upon the government, and responsibilities of the citizens.
- III. Record findings on chart paper and post.

**Day Two:**

- IV. Class discussion on what each document provided. Close the discussion on what other liberties, limitations and/or responsibilities need to be listed.