

LESSON PLAN

International Law and Human Rights

FOUNDATION: *UNIT III. Human Rights in International Law*

Created by: Ken Meyers, Wilcox-Hildreth High School

LENGTH 2 days	NEBRASKA SOCIAL STUDIES STANDARDS Star: 12.1.13, 12.2.11, 12.4.6 General: 12.1.14, 12.2.10, 12.3.10	McREL NATIONAL STANDARDS Civics: 8.6, 8.7, 9.3 History: 2.1, 2.2, 2.4
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OBJECTIVES 1. Students will research human rights protections found in international law and compare these protections with state/national laws. 2. Student will understand the rights and responsibilities states/individuals have in protecting human rights.	TERMS Human Rights Bill of Rights Covenant Cultural Rights Economic Rights Social Rights
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MATERIALS <ul style="list-style-type: none">Chart paper and pens.Websites:<ul style="list-style-type: none">United States Constitution http://www.archives.gov/exhibits/charters/constitution.htmlUnited States Bill of Rights http://www.unl.edu/HumanR/teach/00/0000/media/BillOfRights.pdf http://www.archives.gov/exhibits/charters/bill_of_rights.htmlUniversal Declaration of Human Rights http://www.unl.edu/HumanR/teach/00/0000/media/UniversalDeclarationHumanRights.pdf http://www.un.org/Overview/rights.htmlInternational Covenant on Economics, Social, and Cultural Rights http://portal.unesco.org/education/en/ev.php-URL_ID=12783&URL_DO=DO_TOPIC&URL_SECTION=201.htmlInternational Covenant on Civil and Political Rights http://www2.ohchr.org/english/law/ccpr.htm

Day One:

- I. Divide the class into five groups and assign one of the above documents to each.
- II. Each group is to determine:
 - a. how its document protects human rights
 - b. what body is to protect those human rights (state/individuals)
 - c. what the responsibilities are for both the state and/or individuals.
- III. Each group will record these on chart paper.

Day Two:

- IV. Each group will give a presentation on its findings.
- V. Closure: Discuss which are more important, state rights and responsibilities or individual rights and responsibilities.