Unit 3: Human Rights and Race

Content Area: **Social Studies**
Course(s): **Current Issues**
Time Period: **November**
Length: **10 blocks**
Status: **Published**

Transfer Skills

Students will understand their role in a society as it pertains to human rights and race relations.

Enduring Understandings

- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- Global societies are diverse, creating varied perspectives, contributions, and challenges.
- Culture is both a unifying and divisive force in human relations.

Essential Questions

- What are the roles and responsibilities of citizens and government in a democratic society?
- How do perspectives of freedom and human rights differ among societies?
- What role does the world community play in its quest for human rights?
- Why are global human rights issues important?
- Should U.S. foreign policy focus on promoting democracy and human rights overseas?

Learning Objectives

- Evaluate the effects of discrimination on a society.
- Analyze the effectiveness of prejudice reduction policies and mandating equality.
- Evaluate opportunity constraints due to race, gender, ethnicity, age, or class.
- Compare and contrast the Bill of Rights to the Universal Declaration of Human Rights.
- Examine U.S. foreign policy towards promoting democracy and human rights worldwide.
- Assess the effectiveness of the United Nations on improving human rights around the world.
- Interpret the causes of and responses to genocide.
- Critique the U.S.'s former position on apartheid.

Skills

- Debate issues surrounding - Censorship - Search and seizure - Freedom of the press - Curtailing civil liberties to prevent terrorist attacks
- Mock trial utilizing historical and contemporary examples as evidence to try the United States for violating the equal protection clause of the 14th amendment
- Debate the advantages and disadvantages of employing Affirmative Action
- Mock commission hearing to formulate an anti-discrimination policy
- Develop an international policy for dealing with refugees
- Debate divergent policy directions on the question of U.S. foreign policy in the changing world
- Research and present case studies on genocide in such countries as Rwanda, Kosovo, Serbia, Somalia, Sudan etc.
- Create a chart to identify the UN international conventions and treaties on human rights, include the dates, key points, who participates, and its overall effectiveness
- Debate the effectiveness of UN and/or U.S. policies on human rights
- Debate U.S. membership in the International Criminal Court (ICC)
- Newscasts

Resources

- Newspapers (*New York Times, Boston Globe, LA Times, Washington Post*)
- Ghosts of Rwanda, PBS
- Killing Fields, DVD
- The U.S. Role in a Changing World
- Confronting Genocide: Never Again?
- CNN Student News

Standards

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
SOC.6.1.12.B.15.a	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
SOC.6.1.12.B.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.