

LESSON PLAN

Historical Documents and Human Rights

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

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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Students will develop an understanding of historical documents and how these documents became the fundamental framework for civil liberties, limitations on government, and how they defined responsibilities of citizens.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://www.yale.edu/lawweb/avalon/england.htm>
 - Declaration of Independence
http://www.archives.gov/national_archives_experience/charters/declaration.html
<http://www.netnebraska.org/extras/humanrights/00/0000/media/DeclarationOfIndependence.pdf>
 - US Constitution
http://www.archives.gov/national_archives_experience/charters/constitution.html
 - US Bill of Rights
<http://www.netnebraska.org/extras/humanrights/00/0000/media/BillOfRights.pdf>
http://www.archives.gov/national_archives_experience/charters/bill_of_rights.html
 - US Constitutional Amendments 11 – 27
http://www.archives.gov/national-archives-experience/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.