

LESSON PLAN

The United States Bill of Rights and the Universal Declaration of 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

US History: 12.1.2
World History: 12.2.7, 12.3.2

McREL NATIONAL STANDARDS

Civics: 3.1, 3.2, 4.3, 4.4, 4.5
US History: 8.3

OBJECTIVES

1. Students will understand the place of the US Bill of Rights and the Universal Declaration of Human Rights in the evolution of human rights development.
2. Students will understand the differences between the documents.

TERMS

US Bill of Rights
Universal Declaration
of Human Rights

MATERIALS

- Pens and paper
- Documents to hand out to students:
 - 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
 - Universal Declaration of Human Rights
<http://www.netnebraska.org/extras/humanrights/00/0000/media/UniversalDeclarationHumanRights.pdf>
<http://www.un.org/Overview/rights.html>
 - Constitutional Amendments 11 – 27
http://www.archives.gov/national-archives-experience/charters/constitution_amendments_11-27.html

Day One:

- I. Pass out copies of the Bill of Rights and the UDHR and have students determine which classification below best fits each right covered in the two documents:
 - a. civil/political
 - b. cultural/social
 - c. economic
- II. Pass out copies of the remaining amendments to the U.S. Constitution and use this to illustrate how society's beliefs about human rights have expanded over time.

Day Two

- III. Based on students' work classifying the rights covered in the Bill of Rights and the UDHR, have students make a list of which rights covered in the UDHR are absent from the U.S. Constitution.
- IV. Then hold a class forum to discuss whether the missing rights are sufficiently protected in American society through our signing of the UDHR treaty or whether we should attempt to amend the Constitution.