



Rhinebeck Human Rights Elective Course Curriculum 2008

Created by teachers from the Rhinebeck School District

Rhinebeck Prioritized Curriculum

Human Rights Elective Course

Introduction to Human Rights

A half-year elective course in the Social Studies Department

The Human Rights course is a waiver for the Participation in Government course. In the course, violations of Human Rights within the study of US History are studied for most of the semester time. During the last month of the course, students create final projects which are a combination of research and presentation. Students explore violations of human rights elsewhere in the world, either historic or present time, and then they write a term paper and make a presentation to the class. In this way, the Human Rights course not only satisfies the waiver by studying how the US government rectified problems with human rights violations during its history, but also students learn about other areas of the world where people did or do not have full rights.

As these topics are of a sensitive nature, students in the 11th and 12th grade who register must obtain a signed parental/guardian permission form. This form includes permission to see R-rated movies. While there are no Regents exams for these courses, the concepts and themes follow the same as for other history courses which do have state assessments:

Change
Citizenship
Civic Values
Constitutional Principles
Culture and Intellectual Life

Diversity
Economic Systems
Environment
Factors of Production
Foreign Policy

Government
Human Systems
Immigration and Migration
Individuals, Groups, Institutions
Interdependence

Physical Systems
Places and Regions
Reform Movements
Presidential Decisions and Actions
Science and Technology

The use of historical documents, current events, literature, films (documentaries and fictional), speakers, and textbook make these issues come alive for the students. The use of journal writing is also part of these courses. Students maintain notebooks and have assignments based on such skills as journal writing, reading comprehension, document-based questions, summarizing key ideas, constructed-response questions, essays, and debating pros and cons of ideas.

Assessments are based on all of the above assignments. Participation in classroom discussions is also a part of the assessment process. Students are encouraged to take part in debating ideas, cogently arguing one side or another. They also are asked questions which require them to make connections to other parts of the social studies curriculum, thereupon reinforcing previously learned concepts and events.

See *appendix I* for lists of sources, readings, films.

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Standard #1: The major ideas, era, themes, developments, and turning points in the history of the United States and New York State.

Topic	Essential Knowledge and Skills	Concept/ Theme	Vocabulary	Connections and Guiding Questions	Suggested Classroom Ideas	Suggested Assessment Ideas	Time
History	<p>A. Early US History</p> <ol style="list-style-type: none"> 1. Religious Intolerance 2. Slavery 3. Immigrants 4. Nationalism 5. Native Americans <p>B. The Modern Era</p> <ol style="list-style-type: none"> 1. Women's Rights 2. Gay Rights 3. Native American Rights 4. The Death Penalty 5. Racism 	Change Choice Culture Diversity Empathy Identity Interdependence Imperialism Movement of People and Goods Nationalism Urbanization	Quaker Pilgrims Protestant Catholic Jew Race Racism Religion Gender identity Transgender Homosexuality Immigration Famine Scapegoat Prejudice Tolerance Intolerance Know Nothings Nativism	<p>What changes occurred in the US due to the influx of new people into the country?</p> <p>Who were some of the important people in the US who effected changes?</p> <p>Compare the situations of immigrants in the 1800s with those of today?</p> <p>Describe some treaties with Native Americans and indicate how they were 'broken'?</p> <p>Why is there a Black History month?</p> <p>Why did young people in 1964 risk their lives to get blacks to register to vote in Mississippi?</p> <p>What effect did the death of the civil rights workers, Goodman, Cheney and Schwerner have on the civil rights movement?</p>	<p>Journal writing (using the perspectives of the 'us' and 'them' characters)</p> <p>Films to create empathy with people who represent more diversity than seen in our school</p> <p>Guest speakers</p> <p>Black History Month bulletin board for school</p> <p>Connections to current events</p>	<p>Tests</p> <p>Essays</p> <p>Make a newspaper reporting on a particular time in US History</p> <p>Evaluate some editorial cartoons from the unit of study</p>	Approximately 2 weeks per unit

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Standard #2: The major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Topic	Essential Knowledge and Skills	Concept/Theme	Vocabulary	Connections and Guiding Questions	Suggested Classroom Ideas	Suggested Assessment Ideas	Time
History	<p>A. Historical Violations of Human Rights</p> <ol style="list-style-type: none"> 1. Civil Wars 2. Slavery 3. Extreme Nationalism <p>B. The Modern Era</p> <ol style="list-style-type: none"> 1. Dictators 2. Civil Wars 3. Abuse of Women 	Change Choice Culture Diversity Empathy Identity Interdependence Imperialism Movement of People and Goods Nationalism Urbanization	Janjaweed Hutus Tutsis Female Genital Mutilation Holocaust Genocide Blood Diamonds Idi Amin Milosevic Stalin Hitler Killing Fields Mandela	What countries have had major civil wars? What countries today are at war? Who were some of the important people in world history who effected changes? Who are "guest workers" and what problems do they face? What effects do civil wars have on populations? What role does nationalism play in some of the worldwide struggles for human rights? Why is it important to study these conflicts that are happening far away from us?	Journal writing (using the perspectives of the 'us' and 'them' characters) Films to create empathy with people who represent more diversity than seen in our school Guest speakers Create a "museum" of violations of human rights through history to the present	Tests Essays Make a newspaper reporting on a particular time in world history Evaluate some editorial cartoons from the units of study Power point presentations or poster presentations on research paper topics	This unit on worldwide violations of Human Rights is part of the final research papers and presentations. They are done during the last 3-4 weeks of the course. (Research is conducted 3 days in library and the rest on personal time as homework.)

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Standard #3: The geography of the interdependent world in which we live- local, national, and global - including the distribution of people, places, and environments over the Earth's surface.

Topic	Essential Knowledge and Skills	Concept/ Theme	Vocabulary	Connections and Guiding Questions	Suggested Classroom Ideas	Suggested Assessment Ideas	Time
Geography	<p>A. Physical/Cultural Setting</p> <ol style="list-style-type: none"> 1. Indian Land and Tribes 2. Areas of World with Unrest <p>B. Role/ influence of geography on historical /cultural development</p> <ol style="list-style-type: none"> 1. Immigration/Emigration 2. Natural Resources and Lack of Natural Resources 	<p>World in Spatial Terms</p> <p>Places and Regions</p> <p>Physical Systems</p> <p>Human Systems</p> <p>Environment and Society</p> <p>Uses of Geography</p> <p>Environment</p>	<p>Armenian Genocide</p> <p>Uganda</p> <p>Cambodia</p> <p>Laos</p> <p>China</p> <p>Russia and FSU states</p> <p>Vietnam</p> <p>Middle East</p> <p>Diamonds</p> <p>Black Hills</p> <p>Oil deposits</p> <p>Desert</p> <p>Agriculture</p> <p>Industrial resources</p> <p>Native American reservations</p>	<p>How did the potato famine affect the Irish?</p> <p>What are the significant civil wars still raging in the world today? Why do they continue?</p> <p>What opportunities are available to Native Americans on their reservations?</p> <p>What was the effect of the urbanization of some immigrant populations?</p>	<p>Films to create empathy with populations throughout history that have been victims of violations of human rights</p> <p>Presentations to class by guest speakers who are knowledgeable about various topics in the course</p>	<p>Map work</p>	<p>Interspersed within the course's history elements</p>

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Standard #4: How the United States and other societies develop economic systems and associated institutions to allocate scarce resources; how major decision-making units function in the United States and other national economies; and how an economy solves the scarcity problem through market and non-market mechanisms.

Topic	Essential Knowledge and Skills	Concept/ Theme	Vocabulary	Connections and Guiding Questions	Suggested Classroom Ideas	Suggested Assessment Ideas	Time
Economics	<p>A. Native American resources</p> <ol style="list-style-type: none"> 1. Indian land and tribes 2. Scarcities <p>B. Science and Technology</p> <ol style="list-style-type: none"> 1. Death Penalty 2. Beliefs and the Technology Gap <p>C. Resources and War</p>	<p>Needs and Wants</p> <p>Economic Systems</p> <p>Factors of Production</p> <p>Scarcity</p> <p>Science and Technology</p> <p>Belief Systems</p>	<p>Fuel supplies</p> <p>Supply and Demand</p> <p>Goods as Currency</p> <p>DNA</p> <p>Fingerprinting</p> <p>Cruel and Unusual Punishment</p>	<p>How does the supply of oil affect the actions of some countries in terms of human rights?</p> <p>If the Innocence Project has exonerated several hundred death-row inmates because of changes in science and technology, how does this influence our decisions on the death penalty as a human rights violation?</p> <p>Give some examples of violations of human rights that have occurred due to scarcities?</p>	<p>Make a map of those areas of the world where the economies are driving people to commit atrocities against others</p> <p>Plan a 'starvation meal'</p> <p>How are health issues in a country related to the economics of the country?</p>	<p>Map work</p> <p>Journal entries from victims of starvation</p> <p>Essay writing</p>	<p>Interspersed within the course's history elements (probably about 1-3 days for each unit)</p>

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Standard #5: the necessity for establishing governments, the governmental system of the United States and other nations, the United States Constitution; the basic civic values of American constitutional democracy, and the roles, rights, and responsibility of citizenship, including avenues of participation.

Topic	Essential Knowledge and Skills	Concept/Theme	Vocabulary	Connections and Guiding Questions	Suggested Classroom Ideas	Suggested Assessment Ideas	Time
<p>Government</p> <p>Using Chapters in Text: Us and Them by Jim Carnes Originally published by Teaching Tolerance. Now from Oxford University Press. (Knowledge and Skills section has chapter names)</p> <p>Final research projects on a variety of topics as chosen by students</p>	<p>A. Violations of Human Rights in history in US</p> <ol style="list-style-type: none"> 1. <i>Silencing of Mary Dyer</i> (Quaker persecution) 2. <i>Blankets for the Dead</i> (Cherokee Trail of Tears) 3. <i>No Promised Land</i> (Mormon persecution) 4. <i>Harriet Jacobs Owns Herself</i> (Slavery and Freedom) 5. <i>In the City of Brotherly Love</i> (Irish Catholic Persecution) 6. <i>A Rumbling in the Mines</i> (Chinese labor abuse) 7. <i>Ghost Dance at Wounded Knee</i> (Indian Massacre - 1890) 8. <i>Ballad of Leo Frank</i> (anti-Semitism) 9. <i>Untamed Border</i> (Mexican American abuse) 10. <i>Town Called Rosewood</i> (racial massacre in Florida) 11. <i>Home was a Horse Stall</i> (Japanese Internment) 	<p>Justice</p> <p>Nation-state</p> <p>Citizenship</p> <p>Political systems</p> <p>Power</p> <p>Government</p> <p>Decision making</p> <p>Civic Values</p> <p>Human Rights</p>	<p>Slave Amendments</p> <p>Bill of Rights</p> <p>Suffrage</p> <p>Armenian Genocide</p> <p>Holocaust</p> <p>Gay Marriage</p> <p>Civil Unions</p> <p>Plessy v Ferguson</p> <p>Brown v Board of Ed</p> <p>Trail of Tears</p> <p>Reservation Law</p> <p>Jim Crow Laws</p> <p>Civil Rights Acts</p> <p>Quotas</p> <p>Chinese Exclusion Act</p> <p>Executive Order 9066</p> <p>And the Japanese Internment Camps</p> <p>United States v Sandoval</p> <p>Wounded Knee</p> <p>Leonard Peltier</p> <p>AIM</p> <p>Tejano</p> <p>Restitution</p> <p>Ku Klux Klan</p> <p>Morris Dees</p> <p>Bias Crimes</p> <p>Hate Crimes</p>	<p>How has the United States rectified mistakes it made in history towards minority groups of people?</p> <p>Does the Bill of Rights work?</p> <p>Should there be restitution for slavery?</p> <p>Should Leonard Peltier be released from prison?</p> <p>Compare the Human Rights of two countries in the world, the US and one other of your choice.</p>	<p>Worksheets based on the readings from the textbook</p> <p>A study of the <i>Bill of Rights of the US Constitution</i></p> <p>A study of the <i>Universal Declaration of Human Rights</i></p> <p>A study of the <i>Declaration of the Rights of the Child</i></p> <p>Films to create empathy with populations throughout history that have been victims of violations of human rights</p> <p>Presentations to class by guest speakers who are knowledgeable about various topics in the course</p>	<p>Create a magazine or gallery of human rights violations in US History and in World History</p> <p>Tests</p> <p>Essays</p> <p>Journal writing</p> <p>Final term paper on research of a student chosen topic—historic or present-day. Including an oral presentation (with either a power point presentation or poster) to the class and hand out information sheets.</p>	<p>Interspersed within the course's history elements</p>

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Topic	Essential Knowledge and Skills	Concept/ Theme	Vocabulary	Connections and Guiding Questions	Suggested Classroom Ideas	Suggested Assessment Ideas	Time
	<p>B. Violations of Human Rights today in US</p> <ol style="list-style-type: none"> 1. <i>Nightriding with the Klan</i> (hate crimes against blacks) 2. <i>A Rose for Charlie</i> (Gay harassment and hate crimes) 3. <i>Street Justice</i> (racial and religious tension in Brooklyn) <p>Other units:</p> <ul style="list-style-type: none"> • Follow-up on the state of Indian affairs today • Follow-up on minority and immigrant groups and legislation • Follow-up on death penalty legislation <p>During last month of course:</p> <p>C. Violations of Human Rights in history worldwide</p> <ol style="list-style-type: none"> 1. Final research projects <p>D. Violations of Human Rights today worldwide</p> <ol style="list-style-type: none"> 1. Final research projects 				<p>Bring in current events from newspapers and magazines about issues of Human Rights violations in the US and worldwide.</p> <p>Videos: Deadline Incident at Oglala</p> <p>Guest speakers: If possible:</p> <ul style="list-style-type: none"> • Native American • Lawyer on Hate crimes <p>Victims of Hate Crimes/ Harassment</p>		

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Appendix I: Text, Resources, Films

Textbook:

Jim Carnes, Us and Them: A History of Intolerance in America, Preface by Harry A. Blackmun, Illustrations by Herbert Tauss, Published by: Oxford University Press, 1999.

Websites and Resources: (partial list)

<http://www.hrw.org/>

<http://www.un.org/rights/>

<http://www1.umn.edu/humanrts/>

<http://www.hrweb.org/>

<http://www.state.gov/g/drl/hr/>

<http://www.unhchr.ch/html/menu2/hrissues.htm>

<http://www.hrweb.org/resource.html>

<http://www.freedomhouse.org/>

<http://globetrotter.berkeley.edu/violations/>

<http://www.unitedhumanrights.org/>

<http://www.civilrights.org/>

<http://www.nps.gov/history/nr/travel/civilrights/>

<http://www.usccr.gov/>

<http://www.civilrightsmuseum.org/>

<http://www.aclu.org/>

<http://www.pflag.org>

<http://www.tolerance.org/teach/>

<http://www.narf.org/>

http://www.policyalmanac.org/culture/archive/native_americans.shtml

<http://www.nativeamericans.com/>

<http://www.indiancountry.com/>

<http://www.ellisland.org/>

<http://www.ushmm.org/>

<http://www.adl.org/>

<http://www.brownat50.org/>

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Guest speakers: (when possible)

Lawyers (explaining hate crime legislation)

People who have suffered from hate crimes (in person or on video)

Journalists who have covered areas of the world where Human Rights violations have occurred

Representatives of organizations that address issues of human rights

Government officials

RHS Library books addressing the various research topics and subject topics

3 days research time in the library for final research topics

Films: (not all shown in entirety)

Documentaries: (partial list)

500 Nations (Native Americans in History)

In the Spirit of Crazy Horse (Wounded Knee)

Incident at Oglala (Leonard Peltier)

Crimes of Hate (Hate Crimes with victims)

Prejudice (About prejudice and how to recognize it)

I Have a Dream (MLK's speech)

Black History: Lost, Stolen, Strayed (Bill Cosby on Black History)

Freedom Summer (the Mississippi Freedom schools and registration, deaths of Goodman, Cheney and Schwerner)

Deadline (The death penalty in Illinois)

Unconstitutional (bias against Muslims in US)

Based on true stories or Hollywood productions that create empathy and understanding: (partial list)

Dances with Wolves (Native Americans)

Mississippi Burning (Civil Rights workers murders)

Gentleman's Agreement (Anti-Semitism)

Black Like Me (Racism)

The Murder of Mary Phagan (Leo Frank story)

In and Out (Gay comedy)

Killing Fields (Cambodian slaughters)