

# Human Rights/ Abuse of Power

## LEARNING TARGETS

Understand the concept of human rights.

## PREPARATION

A Copy of the Universal Declaration of Human Rights per student.

A Worksheet for each student.

Questions for Chapter Four of Lost Names. (See Appendices.)

## GETTING STARTED

Ask students to describe the boy's experience in school. Ask students to comment on his peers' reactions and the responses of his teachers.

## DEVELOPING UNDERSTANDING

Explain that conditions such as these in many countries moved the United Nations to draft a Universal Declaration of Human Rights. The document was adopted by the General Assembly of the United Nations and proclaimed on December 10, 1948. The General Assembly asked all member nations to publicize the new document and "cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

Explain that the document is so powerful that every year December 10th is celebrated as "Human Rights Day." 1998 marked its 50th anniversary and special events were planned. Ample information is available at the Internet site.

Distribute copies of the document to students. Have students read aloud, right by right, boys/ girls, left side of room/right side of room. Ask students to consider the conditions under which Sookan and her family and the boy's family lived.

## ACTIVELY ENGAGING THE LEARNER

Arrange the class into six groups. Using the worksheets, ask each group to evaluate conditions for Sookan and her family under Japanese occupation and under Russian occupation, and then to evaluate the conditions of the boy's family.

When the groups have had time to complete the assignment, reassemble them for reports on their findings. Be ready to explain that the Universal Declaration of Human Rights is the basis for international prosecution of war crimes. Using recent clippings from newspapers or television coverage, connect the Universal Declaration of Human Rights to current events.

Ask the class to predict the future for the boy. Distribute the questions for Chapter Four of Lost Names. Ask students to read that chapter and answer the questions.

## ASSESSMENT

Consider the level and intensity of participation in the group assignments. Did the student grasp the nature of human rights by the examples named? Did the student have emotional as well as intellectual responses to the issue of human rights?

## EXTENSION

If students desire more information have them visit Internet sites.

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

<http://134.84.205.236/udhrabbrev.html>

<http://www.umn.edu/humanrts/education/pihre/partfive.html>

# Comparative Analysis - Universal Declaration of Human Rights

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**Directions:** Read through the Articles assigned to your group. Discuss how each stated right applies to the circumstances of Sookan's life and that of her family under Japanese occupation and then under Russian occupation. Consider how the right applies to the circumstances of the family in Lost Names. Briefly list the examples.

- Group One: Articles 1, 7, 13, 19, 25
- Group Two: Articles 2, 8, 14, 20, 26
- Group Three: Articles 3, 9, 15, 21, 27
- Group Four: Articles 4, 10, 16, 22, 28
- Group Five: Articles 5, 11, 17, 23, 29
- Group Six: Articles 6, 12, 18, 24, 30

## Articles

Sookan's Family/Japanese Occupation

Sookan's Family/Russian Occupation

Lost Names/Japanese Occupation

# Simplified Version of the Universal Declaration of Human Rights

## Summary of the Preamble

The General Assembly recognizes that the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world; human rights should be protected by the rule of law, friendly relations between nations must be fostered; the peoples of the UN have affirmed their faith in human rights, the dignity and the worth of the human person, the equal rights of men and women, and are determined to promote social progress, better standards of life and larger freedom and have promised to promote human rights and a common understanding of these rights.

## A Summary of the Universal Declaration of Human Rights

1. Everyone is free and all should be treated the same way.
2. Everyone is equal despite differences in skin color, sex, religion, or language, for example.
3. Everyone has the right to life and to live in freedom and safety.
4. No one has the right to treat you as a slave nor should you make anyone your slave.
5. No one has the right to hurt you or torture you.
6. Everyone has the right to be treated equally by the law.
7. The law is the same for everyone; it should be applied to all.
8. Everyone has the right to ask for legal help when rights are not respected.
9. No one has the right to imprison you unjustly or expel you from your own country.
10. Everyone has the right to a fair and public trial.
11. Everyone should be considered innocent until proved guilty .
12. Everyone has the right to ask for help if someone tries to inflict harm. No one can enter your home, open your letters, or bother you or your family without good reason.
13. Everyone has the right to travel.
14. Everyone has the right to go to another country and ask for protection if being persecuted or in danger of being persecuted.
15. Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish.
16. Everyone has the right to marry and have a family.
17. Everyone has the right to own property and possessions.
18. Everyone has the right to practice and observe all aspects of a religion and change religion if desired.

19. Everyone has the right to speak freely and to give and receive information.
20. Everyone has the right to take part in meetings and to join associations in a peaceful way.
21. Everyone has the right to help choose and take part in the government of his or her country.
22. Everyone has the right to social security and to opportunities to develop skills.
23. Everyone has the right to work for a fair wage in a safe environment and to join a trade union.
24. Everyone has the right to rest and leisure.
25. Everyone has the right to an adequate standard of living and medical help if ill.
26. Everyone has the right to go to school.
27. Everyone has the right to share in the community's cultural life.
28. Everyone must respect the 'social order' that is necessary for all these rights to be available.
29. Everyone must respect the rights of others, the community, and public property.
30. No one has the right to take away any of the rights of this declaration.