

They May Take Our Lives, But They'll Never Take Our Freedom...

American Federal Government

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Grade Level	11th – 12th Grade	**Time Frame**	3- class period(s)
Subject	Social Studies	**Duration**	180 minutes
Course	U.S. Government, U.S. History		

Essential Question

How does government structure influence what constitutes a human right?

Summary

This is the second lesson of a mini unit exploring the ideas of government structure, freedom, and whether governments truly protect our freedom. The student will assess the value of government by analyzing the structures of ruling bodies and how they influence the lives of citizens. Learners will have opportunities to participate in multiple activities to help define the meaning of limited and unlimited governments, classify characteristics, provide examples and non-examples of each, and extend this knowledge into a deeper understanding of both historical and contemporary worlds.

Snapshot

Engage

Students engage in a CUS and Discuss activity to define and provide examples of human rights and freedoms.

Explore

Students participate in an Agreement Circles activity to explore the ideas of promoting and protecting human rights, as well as the consequences of such actions.

Explain

Students participate in an Example, Nonexample activity to explain the meaning of promoting or suppressing human rights in limited and unlimited governments.

Extend

Students extend their learning by creating a poster with examples of human rights being promoted and repressed, as well as comparing and contrasting real-world examples.

Evaluate

Use the attached rubric to evaluate student levels of understanding and mastery of content.

Standards

Oklahoma Academic Standards (Social Studies: United States Government (9th through 12th grade))

USG.1.1: Compare the essential characteristics of limited versus unlimited governments.
USG.1.2: Compare historic and contemporary examples of unlimited governments to examples of limited systems.

Attachments

- CountryProfileAustralia.pdf
- CountryProfileIran.pdf
- CountryProfileUnited States.pdf
- FinalProject Example.pdf
- HumanRightsRubric - Spanish.docx
- HumanRightsRubric - Spanish.pdf
- HumanRightsRubric.docx
- HumanRightsRubric.pdf
- Menu of Expression Choices - Spanish.docx
- Menu of Expression Choices Final.pdf
- Menu of Expression Choices.docx
- human-freedom-index-2015.pdf

Materials

- Paper
- Writing utensils
- Colored pencils
- Dry erase markers

30 minutes

Engage

Lead students in a Cus and Discuss Activity to answer the following question: What are human rights?

Cus And Discuss Tip# 1

The goal of this activity is for students to gain a grasp of the definition of human rights and to begin the process of naming examples of human rights.

Cus And Discuss Tip# 2

Print a copy of the country profiles for Australia, Iran, and the United States (PDF attached above). You may want to print a class set. This would allow you to only print 30-40 copies, depending on your class sizes. Give students small Expo markers to mark up during the Cus and Discuss Activity.

Cus And Discuss Tip# 3

As students read, ask them to CUS in the following way C- Circle New Words or Words that you do not understand U - Underline supporting details that help you define Human Rights S - Star main ideas that help you define and provide examples of Human Rights

60 minutes

Explore

Lead students in an Agreement Circles Activity with the purpose of answering the question "Does 'X' country protect and promote civil rights?" The outside of the circle will be reserved for those students who believe that the country does not protect and promote human rights, while the inner circle will be saved for those who believe that the country does protect and promote civil rights.

Read the descriptions of the 3 countries and have students discuss and come to personal conclusions about whether the described countries protect human rights. Encourage students to cite reasons from the text (i.e., I believe that the United States protects human rights because _____.)

Agreement Circles Tip #1

Use the same country profiles that you used in the Engage, Cus and Discuss activity for this Explore activity.

Agreement Circles Tip #2

You may want to laminate a class set so that you do not have to replace them as often.

Agreement Circles Tip #3

Students have preconceived notions when they begin the activity. For example, students may suppose the United States is a champion of protecting human rights, however they may be surprised to discover the United States is ranked #20 according to CATO.

Introduce students to the Freedom Index provided by CATO. Explain to them that CATO compiles a yearly freedom index ranking the nations of the world based on different criteria in regards to the freedom that people who live there enjoy. Students should not be expected to analyze the entire report, but rather focus on pages 88-111, which outlines rankings of the world's countries. Students may be interested in reading the introduction information at the beginning of the report.

Freedom Index Tip #1

The Freedom Index narrows types of freedom into two broad categories, which include economic freedom and personal freedom. Each of these branches out into various other civil rights.

Freedom Index Tip #2

There are multiple appendices that relay a large array of information. Students are welcome to investigate this information, as time permits. You could also use this data in a broader unit or bigger project.

45 minutes

Explain

Lead the students in an Examples and Non-Examples activity

Quickly review definitions and examples of limited and unlimited governments established from the first half of this mini-unit with students.

Limited Government

Governmental power is limited by legal, written standards and documents. The people are considered to be sovereign and have the ability to overthrow the government. Human rights are more likely to exist and be upheld.

Unlimited Government

Government power is unlimited and, generally, headed by a single person or small group of people. The government is unchecked and is in complete control. Laws are not written down and change at the will of those in power. Human rights are more likely to be infringed upon.

Students will be divided into pairs or groups of three and will use pages 88-111 from the CATO Freedom Index, printed sources, and internet sources to research an Example and a Nonexample of both a limited and an unlimited government from the current, or historical world.

Groups

Divide students into heterogeneous groups, allowing for students of different levels to interact with and glean from each other. Also keep in mind personalities and group dynamics.

Group Jobs

Assign students in the groups roles to fill. There should be a leader, a scribe, and a timekeeper. Groups of three will fit this framework. If there are groups of two, one person will have to fill two jobs. Additionally, each student will be expected to participate in group communication and creative collaboration.

Student groups need to pay special attention to the protection and promotion, or lack, of human rights.

45 minutes

Extend

Maintaining groups from the Explain stage, assign the following assignment: Students will create a product comparing and contrasting the examples of limited and unlimited government, paying special attention to the promotion and protection, or lack, of human rights.

Groups

Divide student into heterogeneous groups, allowing for students of different levels to interact with, and glean from, each other. Also keep in mind personalities and group dynamics.

Group Jobs

Assign students in the groups roles to fill. There should be a leader, a scribe, and a timekeeper. Groups of three will fit this framework. If there are groups of two, on person will have to fill two jobs. Additionally, each student will be expected to participate in group communication and creative collaboration.

Use the Final Project Menu to provide students with a variety of options in which to express their mastery of the content. An example has been attached above. Encourage students to collaborate creatively and think outside the box. These projects could turn out to be extremely meaningful learning experiences.

Students will also need to utilize information from the CATO Freedom Index and other print and digital sources. They will be required to cite the sources they utilize on the back of their posters or on an additional page. Regardless of medium chosen, have students complete a works cited page.

Poster Tip #1

The CIA World Factbook or CultureGrams are excellent sources for students to use. (World Factbook is an online source and CultureGrams is a print source that may be available in your school library)

Poster Tip #2

The Human Rights Watch Website is another valuable resource for this project.

Evaluate

Use the attached rubric to evaluate the final product of the activity from the extend stage.

Reviewing And Reteaching

If students are having difficulty with the concepts, conference with them about their products and review the concepts. You may need to reassess or scaffold students.

Resources

- K20 Center. (n.d.). CUS and Discuss. Strategies. https://learn.k20center.ou.edu/strategy/162
- K20 Center. (n.d.). Agreement Circles. Strategies. https://learn.k20center.ou.edu/strategy/157
- K20 Center. (n.d.). Examples and Non-Examples. Strategies. https://learn.k20center.ou.edu/strategy/163
- CATO World Freedom Index: Cato Institute. Copyright 2015 Fraser Institute. Retrieved from http://www.cato.org/human-freedom-index
- C.I.A. World Factbook : Central Intelligence Agency. (2016) Retrieved from https://www.cia.gov/library/publications/the-world-factbook
- CultureGrams: Concise, reliable, and up-to-date country reports on 200 cultures of the world. Copyright 2010 ProQuest LLC and Brigham Young University. Retrieved from http://www.culturegrams.com/
- Human Rights Watch. (2016) Retrieved fromhttps://www.hrw.org/