

## **Human Rights Educators USA-NJ Curriculum Integration Guide Project**

**LESSON TITLE:** Human Rights, Civil Rights, and Civic Action

**LESSON AUTHOR:** John Terry

**AUTHOR AFFILIATION:** Jefferson Township (NJ) High School

**RECOMMENDED GRADE LEVEL(S) FOR IMPLEMENTATION:** Grade: 11

### **INSTRUCTIONAL TIME OR CLASS SESSIONS REQUIRED:**

This collection of lessons will require at least 7 days of class time, plus enough time at home for students to complete homework or project-based assignments.

### **BRIEF DESCRIPTIVE SUMMARY OF LESSON:**

Students will become acclimated with the Universal Declaration of Human Rights, and classify these rights as Civil and Political Rights or as Economic, Social, and Cultural Rights. Through primary source texts, students will apply their understanding of the UDHR to human rights violations in postwar United States and learn about historical examples of nonviolent methods of action that individuals and groups used to address these human rights issues. Students will apply their learning of the UDHR, of the United States' legal framework (i.e. Constitution), and of nonviolent methods of action to address a current human rights violation in the United States and to develop an action plan to address this human rights violation.

### **NJ SOCIAL STUDIES STANDARDS ADDRESSED IN LESSON:**

6.1.12.A.13.b – Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities.

6.1.12.C.13.a – Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.

6.1.12.D.13.a – Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

### **OTHER RELEVANT SOCIAL STUDIES STANDARDS REFERENCED IN LESSON**

Other possible curriculum standards they may be addressed through student research...

6.1.12.C.13.c – Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.

6.1.12.A.14.c – Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

6.1.12.D.14.d – Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

6.1.12.A.16.c – Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

6.1.12.B.16.a – Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.

6.1.12.D.16.c – Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

#### **COMMON CORE STANDARDS ADDRESSED IN LESSON:**

A. CCSS.ELA-LITERACY.RH.11-12.2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

B. CCSS.ELA-LITERACY.RH.11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem.

#### **LITERACY DEVELOPMENT CONNECTIONS IN LESSON:**

1. Development of critical media literacy skills
2. Refinement of expository writing skills

#### **LESSON GOALS/OBJECTIVES—Students will be able to:**

1. Define the terms Civil Rights, Political Rights, Economic Rights, Social Rights, and Cultural Rights, and apply these concepts to specific rights mentioned in the Universal Declaration of Human Rights (UDHR).
2. Using electronic library collections, students are to locate a primary source document referring to a human rights violation taking place during the Civil Rights

Era (1945-65) in the United States. Using their understanding of the UDHR and Civil/Political Rights and Economic/Social/Cultural Rights, students are to apply these concepts to discuss the human rights violation they have located in the primary source. Students are to cite evidence from their research to discuss and classify the human rights violation in question.

3. Cite evidence from the U.S. Constitution or other legislation (scaffolding or resources may need to be provided at teacher's discretion to help students locate federal or state-level legislation that is relevant to students' research) within the United States to determine whether a historic human rights violation could be addressed by the legal framework within the United States.

4. Describe nonviolent methods of action and evaluate the effectiveness of specific methods for addressing a particular historic human rights violation.

5. Design an action plan using nonviolent methods to address a particular human rights violation in the United States today. Synthesize their understanding of the UDHR and the legal framework in the United States to determine objectives for their action plan, and whether the current legal framework provides room for addressing a particular current human rights violation.

## **LESSON METHODOLOGY AND PROCEDURES:**

**Part 1** (can be done in two 45 min. class periods / requires at least 60 min.)

Overview: Students are to become acclimated with the Universal Declaration of Human Rights, (UDHR) the historical context in which it was written, and classify human rights as set forth in the UDHR as either Civil and Political Rights, or as Economic, Social, and Cultural Rights.

Context for the UDHR (HW before lesson): Students are to read the UDHR "History of the Document," for homework. Reading available at:

<http://www.un.org/en/sections/universal-declaration/history-document/index.html>

1. New Friend Scavenger Hunt: Distribute worksheets with a list of "items," that is, personal descriptions. Ask students to "find someone who" has done each, or as many of, the items on the list as possible. Students should record the person's name next to the item, and not return to the same person more than twice. Wrap-up discussion: What is empathy? How might this activity be helpful for building empathy? Why is empathy important? Why might lack of empathy be dangerous? Can you think of any situations in history where a lack of empathy has been promoted in a society? [it may be useful to briefly discuss the History of the UDHR, and the UDHR as a response to the atrocities of World War II at this moment]

2. Classifying Rights:

- Depending on the number of students in the class and academic abilities of students, assign one or two articles (i.e. rights) from the UDHR to each student. UDHR available at: <http://www.un.org/en/documents/udhr/>
- Provide handouts or have students research online the definitions of “Civil and Political Rights,” and “Economic, Social, and Cultural Rights.”
  - Civil and Political Rights:  
<http://www.lincoln.edu/criminaljustice/hr/Civilandpolitical.htm>
  - Economic, Social, and Cultural Rights:  
<https://www.amnesty.org/en/what-we-do/living-in-dignity/>
- Students are to determine under which category their assigned right falls.
- Using the *Amnesty International* online database, students are then to find an example of how their assigned right is not being respected recently or today. Database available at:  
<https://www.amnesty.org/en/search/?q=&contentType>

(This may take as long as 20 or 30 min.): Whiparound: students give brief presentations on the findings from their assignment.

## **Part 2** (45 min. + time for HW)

Overview: Students are to research violations of human rights in postwar United States (1945-65) using electronic library collections of primary sources, and apply their understanding of the UDHR to their findings.

1. Using “The Struggle for Rights in America” electronic collection available from the National Archives’ Docs Teach (<http://docsteach.org/home/rights>) OR the “Records of Rights” (<http://recordsofrights.org/>) electronic collection available from the National Archives’ David M. Rubenstein Gallery, students are to locate a primary source document dated between 1945-65 (years roughly designated as the “Civil Rights Era” in United States history) that in some way demonstrates a violation of a particular human right, as expressed by the UDHR. (NOTE: active reading worksheet available for scaffolding if appropriate)
2. Using the primary source document they found, students are to cite evidence from the document and identify the particular human right in violation, using the UDHR (worksheet could be provided to help accomplish this task).
3. Using the same electronic collections, or other appropriate online academic databases, students are to conduct further research on how, when, and where this right was being violated in the United States.

**Homework** (Writing reflection): Students are to summarize and properly cite their findings on the human right in question during U.S. History. Students also need to classify the human right as a “Civil and Political Right” or an “Economic, Social, and

Cultural Right.” Exploration question: Using the language in the U.S. Constitution (especially, for example, the Bill of Rights, as well as 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments – “US Constitution rights” handout available), do you think there is room for this right to be achieved within the existing legal framework of the United States or not? If not, would additional law(s) need to be passed? Does the Supreme Court need to rule and interpret existing laws in the favor of achieving this particular right?

### **Part 3** (45 min.)

Overview: Students are to learn about theories that serve as the foundation for nonviolent/direct action by analyzing Martin Luther King’s “Letter from a Birmingham Jail.”

1. Familiarize students with the National Association for the Advancement of Colored People (NAACP) and the Southern Christian Leadership Conference (SCLC) as civic grassroots organizations that sought to bring about change through a variety of actions, including letter writing to politicians, hiring attorneys to represent individuals in court, and awareness-raising campaigns. Familiarize students with Martin Luther King as one of many rights activists within this movement who were inspired by Mohandas Gandhi’s moral leadership and use of nonviolent action in India’s struggle for independence.

2. Distribute “Methods of Nonviolent Action” handout and select choice examples to discuss with students. Highlight the purpose of nearly all forms of action as to work within the law to pressure governments to enforce their own laws.

3. Distribute reading excerpt from Martin Luther King’s “Letter from a Birmingham Jail” and accompanying worksheet. Students are to analyze the text and answer reading questions.

4. Pair and share: Students review answers to reading questions with a partner, then aloud as a class discussion. Open up discussion with further guiding questions:

*What kinds of rights (civil, political, social, economic, cultural) was Martin Luther King fighting for? Could his ideas be applied to fighting for other kinds of rights as well? Why or why not?*

### **Part 4** (45 min. + time for homework, additional in-class time may be provided at teacher’s discretion)

Overview: Students are to closely analyze particular methods of nonviolent action by looking at primary and secondary sources related to the Montgomery bus boycott. Then, students will connect what they learned in this lesson to explore other nonviolent methods of action and apply them to the human rights violation that they had previously researched in the Civil Rights era. (NOTE: active reading worksheet available for scaffolding if appropriate)

1. “Bellringer” discussion: *What is a boycott? How is this an example of nonviolent action? How might a boycott work, and what would be the goals of a boycott?*
2. Play video for students on Rosa Parks and the Montgomery bus boycotts, available at <http://historicalthinkingmatters.org/rosaparks/>. (If technology is not available in the classroom, video can be assigned for homework for previous night).
3. Distribute “Montgomery Bus Boycott sources” handout, which includes four primary and secondary source documents: a letter to the mayor of Montgomery from Jo Ann Robinson of the Women’s Political Council, an excerpt from Bayard Rustin’s diary, a letter from a white civil rights activist, and an excerpt from a speech by Martin Luther King. Break students into groups of four.
4. In groups, students read Document A and answer the question, “Why was the Montgomery Bus Boycott successful?” and record responses on graphic organizer. Students then read Documents B, C, and D, and repeat the process for each document. When finished, lead students through guided discussion as a class as to why the Montgomery bus boycott may have been successful.
5. In groups, students are to brainstorm and write answers to the following questions:
  - *In your own words, what do you think the job as a boycott organizer is like?*
  - *If there were a boycott of public transportation today, how would it affect your life? What arrangements would you and your family and friends need to make to get to school or to work?*
  - *If you are not affected by public transportation, think of another service or good that you depend upon. How would you, your family, and friends be affected by a boycott of that good or service?*
  - *What group or individual(s) could provide the leadership required for such a boycott? How would you respond to people who challenged the boycott? What if they used violence as a tactic to discourage you from continuing?*
6. Select students share writing aloud with class. Return to essential question: Were the activists involved with the bus boycotts fighting for “civil and political rights” or “economic, social, and cultural rights”? Were these activists working within the boundaries of laws in the United States? Or were they engaging in civil disobedience?

**Homework:** Assign each student five “Methods of Nonviolent Action” from the list of methods listed on *A Force More Powerful*:

<http://www.aforcemorepowerful.org/resources/nonviolent/methods.php> Using school-based research resources, students are to research their assigned methods and complete a writing assignment which responds to each of the following questions for each assigned method:

1. *What is the method of nonviolent action and how is the specific method employed?*
2. *What objective is the method supposed to achieve?*
3. *To what extent might [insert method here] be an effective strategy for addressing [insert violated human right from previous student research]?*

NOTE: Montgomery bus boycott sources may be replaced with visual representations such as photographs, to provide other forms of access for diverse student populations, such as ELL students.

**Part 5** (45 min. + time for HW, additional in-class time may be provided at teacher's discretion)

Overview: Students are to work in groups and research a present-day human rights violation in the United States and develop a nonviolent action plan to address that particular human rights violation.

1. Divide students into groups of four, and provide list of human right topics (using the list provided on *Amnesty International*: <http://www.amnesty.org/en/human-rights>). Each group is to select a topic from the list that they would like to research and develop an action plan to address.
2. Using *Amnesty International* (see link above), *Human Rights Watch*, or other school-based research databases, students are to research specific examples of how this human right is being violated in the *United States* today. "US Constitution rights" handout is available for use. (NOTE: as an alternative, for ELL students, or for a world history course, instructors can allow or encourage students to research human rights issues beyond the borders of the United States. *Human Rights Watch* also has translations of its content available in many languages, in the event that an ELL student would benefit from access to content in another language).
3. As a group, students will select a *specific* human right violation in the United States and, using what they learned about methods of nonviolent action, are to develop an action plan in response to the issue. Action plans need to address the following criteria:
  - *Is the human right violation you are researching an example of a violation of political and civil rights or a violation of economic, social, and/or cultural rights?*
  - *Are there any parts of the U.S. legal framework (i.e. the Constitution) that could be pointed to that would help address this human rights violation, or would you need to look beyond the Constitution and/or make changes to the Constitution?*
  - *What nonviolent action(s) do you plan to take? Name up to three immediate objectives you wish to achieve with your nonviolent action(s).*
  - *Explain how you plan to communicate and meet with other members of your organization (be specific about time and place).*

- *Explain your course of action, and how it relates to your immediate objectives. Be sure to include the types of resources you will need (ex: fuel and transportation, picket signs, technology, bail money, etc.)*
- *Explain what your nonviolent action means in the long-term for human rights in the United States. That is, how will your nonviolent action make sure that human rights conditions in the United States are in accord with the provisions of the UDHR?*

**Homework:** Working with your group, develop a presentation (using PowerPoint, posters, etc.) for a Civic Action Conference for Human Rights which will be held in class. Help promote the event to other students and faculty. (If possible, coordinate to have the event take place in a larger forum within the school, such as a media center or auditorium)

NOTE: In addition to the Constitution, it may be useful to provide students with major pieces (or summaries) of federal legislation (examples could include, but are not limited to, Social Security Act of 1935, Civil Rights Act of 1964, Family Medical Leave Act of 1993), depending on what topic the students are researching.

**Part 6** (recommended 10 min. per presentation. Consider grouping different presentations by topic, and follow with 15 min. Q & A session. Depending on number of students, the student conference will most likely take more than one class period, or can be scheduled outside of regular class time, depending on school environment)

Overview: Students participate in a Civic Action Conference for Human Rights.

1. Students participate in a Civic Action Conference for Human Rights, in which they share their research on a specific human right violation that takes place within the United States, on whether or not the U.S. legal framework is enough to address this human right violation, and their action plan for addressing that human right.

As non-presenting students observe presentations, these students should be serving as peer evaluators and developing questions for the subsequent Q & A session. Peer evaluations are to be completed using a worksheet.

2. Q & A session with audience.

3. Students freely associate, discuss action plans, solicit proposals for coordination, and/or share contact information.

### **ASSESSMENT OF STUDENT PERFORMANCE:**

A. Brief oral student presentations on classifying specific rights in the UDHR.



- B. Primary source research / applying UDHR worksheet
- C. Writing assignment on historical human rights violation
- D. Reading assignment on theories on nonviolent and direct action
- D. Reading assignment on historical nonviolent action
- E. Written evaluation of methods of nonviolent action
- F. Human rights action plan & presentation

### **LEARNING RESOURCES USED IN LESSON:**

1. United Nations. *Universal Declaration of Human Rights (UDHR): History of the Document*. Retrieved from <http://www.un.org/en/sections/universal-declaration/history-document/index.html>
2. "New Friend Scavenger Hunt" worksheet
3. Lincoln University. *Civil and Political Rights*. Retrieved from <http://www.lincoln.edu/criminaljustice/hr/Civilandpolitical.htm>
4. Amnesty International. *Human Rights for Human Dignity: Economic, Social, and Cultural Rights*. Retrieved from <https://www.amnesty.org/en/what-we-do/living-in-dignity/>
5. United Nations. *The Universal Declaration of Human Rights*. Retrieved from <http://www.un.org/en/documents/udhr/>
6. "The Universal Declaration of Human Rights: Mini-Research Assignment #1" worksheet
7. National Archives' Docs Teach. *The Struggle for Rights in America*. <http://docsteach.org/home/rights/>
8. National Archives' David M. Rubenstein Gallery. *Records of Rights*. <http://recordsofrights.org/>
9. "Civil Rights, Human Rights, and the Postwar United States: Mini-Research Assignment #2" handout
10. "US Constitution rights" handout. Adapted from [http://www.archives.gov/exhibits/charters/bill\\_of\\_rights\\_transcript.html](http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html), [http://www.archives.gov/exhibits/charters/constitution\\_amendments\\_11-27.html](http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html).

11. King, Martin Luther. (April 16, 1963). Letter from a Birmingham jail. Retrieved from <https://kinginstitute.stanford.edu/king-papers/documents/letter-birmingham-jail>
12. “Martin Luther King, Jr. Letter from a Birmingham Jail” worksheet
13. “Montgomery Bus Boycott sources” handout. Resources retrieved from [www.historicalthinkingmatters.org](http://www.historicalthinkingmatters.org)
14. A Force More Powerful. *198 Methods of Nonviolent Action*. Retrieved from <http://www.aforcemorepowerful.org/resources/nonviolent/methods.php>
15. “Civil Rights, Human Rights, and the Postwar United States: Mini-Research Assignment #3” handout
16. Amnesty International. *What We Do*. <http://www.amnesty.org/en/human-rights>
17. *Human Rights Watch*. <https://www.hrw.org/>
18. “Human Rights and the United States: Mini-Research Assignment #4” handout
19. “Human Rights & The United States” presentation rubric

#### **LESSON EXTENSION RESOURCES:**

- A. Amnesty International. (2014). *Human rights for human dignity: A primer on economic, social, and cultural rights. Second edition*. Retrieved from <https://www.amnesty.org/en/documents/POL34/001/2014/en/>
- B. Donnelly, Jack. (2013). *Universal human rights in theory and practice*. Ithaca, NY: Cornell University Press.
- D. Hunt, L. (2008). *Inventing human rights: A history*. New York, NY: W.W. Norton & Company.
- E. John W. Gardner Center for Youth and Their Communities. (2007). *Youth engaged in leadership and learning (YELL)*. Stanford, CA: Stanford University.
- F. Glendon, Mary Ann. (2002). *A world made new: Eleanor Roosevelt and the Universal Declaration of Human Rights*. New York, NY: Random House Trade Paperbacks.

#### **MODIFICATIONS OR ADAPTATIONS OF THE LESSON FOR DIFFERENTIATED LEARNERS:**

1. Active reading handout with worksheet is available as scaffolding to assist students with comprehension and analysis of textual materials.
2. Vocabulary terms for assigned readings could be provided in advance.
3. Research-based assignments could be scaffolded and chunked accordingly (for example, text of select pieces of U.S. Constitution could be provided, historical and/or current human rights violations could be identified in advance by the instructor for students looking at primary source documents, etc.).
4. Student roles within the action project could be designated by instructor.
5. Assignments could be streamlined by removing evaluation of U.S. legal framework from lessons.

# Civil and political rights

**Civil and political rights** are a class of rights that protect the individual's freedom from unwarranted infringement by governments and private organizations, and ensure one's ability to participate in the civil and political life of the state without discrimination or repression.

Civil rights include the ensuring of peoples' physical integrity and safety; protection from discrimination on grounds such as physical or mental disability, gender, religion, race, national origin, age, or sexual orientation; and individual rights such as the freedoms of thought and conscience, speech and expression, religion, the press, and movement. (Some activist organizations include sexual orientation within the auspices of civil rights protections although there is continuing controversy over this issue in several countries)

Political rights include natural justice (procedural fairness) in law, such as the rights of the accused, including the right to a fair trial; due process; the right to seek redress or a legal remedy; and rights of participation in civil society and politics such as freedom of association, the right to assemble, the right to petition, and the right to vote.

Civil and political rights comprise the first portion of the Universal Declaration of Human Rights (with economic, social and cultural rights comprising the second portion). The theory of three generations of human rights considers this group of rights to be "first-generation rights"... [that is, these are rights which were developed as ideas during the Enlightenment, and implemented as law in Enlightenment-era social contracts, such as the United States Constitution (1787), and the French Declaration of the Rights of Man and Citizen (1789)].

Source: [http://www.princeton.edu/~achaney/tmve/wiki100k/docs/Civil\\_and\\_political\\_rights.html](http://www.princeton.edu/~achaney/tmve/wiki100k/docs/Civil_and_political_rights.html) [edited by Mr. Terry]

# Economic, social, and cultural rights

**Q: WHAT, IN GENERAL, DO WE MEAN BY “ECONOMIC, SOCIAL, AND CULTURAL RIGHTS”?**

**A:** Human rights cover a wide range of aspects of human existence considered essential for life in dignity and security. Some of these relate to the freedom of the individual to act as she or he pleases as long as that action does not infringe on the rights and freedoms of others. These liberty-oriented rights are usually called civil and political rights and include freedom of speech and religion, the right to fair trial, and the right to be free from torture and arbitrary arrest. Other rights relate to conditions necessary to meet basic human needs, such as food, shelter, education, health care, and gainful employment. These are called economic, social and cultural rights.

Source: [http://www.amnestyusa.org/pdfs/escr\\_qa.pdf](http://www.amnestyusa.org/pdfs/escr_qa.pdf)

## **The origins of economic, social and cultural rights**

Although economic, social and cultural rights are often described as “new” or “second-generation” rights, they have in fact been recognized for centuries. Both the French and American national rights declarations in the late 18th century included concepts such as “the pursuit of happiness” and “égalité et fraternité” (equality and brotherhood), and the rights to form trade unions, to collective bargaining and to safe labour conditions. The first global human rights institution, the International Labour Organization (ILO), has protected workers’ rights and a broader compass of human rights since 1919. Its constitution recognizes that “universal and lasting peace can be established only if it is based upon social justice”.

The Universal Declaration of Human Rights reiterated that “recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world”. It went on to place a number of economic, social and cultural rights side by side with civil and political rights...

From 1948 to 1966 the international community struggled to agree an international covenant on human rights to turn this declaration into binding international law. Ultimately, the intense ideological cleavages of the time led to the adoption of two separate covenants, one on economic, social and cultural rights and the other on civil and political rights. Differing approaches were taken in each. While states are required to “respect and ensure” civil and political rights, they are required only to “achieve progressively the full realization of” economic, social and cultural rights. Nevertheless, as shown below, both contain immediate obligations and obligations to be achieved progressively.

The International Covenant on Economic, Social and Cultural Rights (ICESCR), adopted in 1966, enshrines the economic, social and cultural rights contained in the Universal Declaration of Human Rights in more developed and legally binding form. By the beginning of 2014, 161 states had become parties to the Covenant.

Source: <https://www.amnesty.org/download/Documents/8000/pol340012014en.pdf>

## The Universal Declaration of Human Rights

### *Mini-Research Assignment #1*

1. Your teacher will assign you a right, listed as an article in the Universal Declaration of Human Rights (UDHR). Write it down here: \_\_\_\_\_
2. Sum up or paraphrase the article in your own words here:
3. Circle which class of rights your article belongs to:  
  
Civil                  Political                  Economic                  Social                  Cultural
4. Go to *Amnesty International's* website: [www.amnesty.org](http://www.amnesty.org). On the bottom of the website, under "Resources," click on "Research."
5. On the webpage that you arrive at, "Content Type" should already be pre-selected in the pull-down menu as "Research." Select any or all "Topics" that you think may be related to your right. You can also narrow your search by "Region/Country."
6. Find an article or document that describes a violation of your assigned human right. Summarize the contents of your findings here:

### Vocabulary

- |  |                            |                  |                |
|--|----------------------------|------------------|----------------|
| 1) The Universal Declaration of Human Rights | 2) international community |                  |                |
| 3) atrocities                                | 4) pluralist               | 5) Western ideas | 6) abstaining  |
| 7) dissenting                                | 8) consensus               | 9) inalienable   | 10) solidarity |

## **The Universal Declaration of Human Rights: HISTORY OF THE DOCUMENT<sup>1</sup>**

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The Universal Declaration of Human Rights, which was adopted by the UN General Assembly on 10 December 1948, was the result of the experience of the Second World War. With the end of that war, and the creation of the United Nations, the international community vowed never again to allow atrocities like those of that conflict happen again. World leaders decided to complement the UN Charter with a road map to guarantee the rights of every individual everywhere. The document they considered, and which would later become the Universal Declaration of Human Rights, was taken up at the first session of the General Assembly in 1946. The Assembly reviewed this draft Declaration on Fundamental Human Rights and Freedoms and transmitted it to the Economic and Social Council "for reference to the Commission on Human Rights for consideration . . . in its preparation of an international bill of rights." The Commission, at its first session early in 1947, authorized its members to formulate what it termed "a preliminary draft International Bill of Human Rights". Later the work was taken over by a formal drafting committee, consisting of members of the Commission from eight States, selected with due regard for geographical distribution.

The Commission on Human Rights was made up of 18 members from various political, cultural and religious backgrounds. Eleanor Roosevelt, widow of American President Franklin D. Roosevelt, chaired the UDHR drafting committee. With her were René Cassin of France, who composed the first draft of the Declaration, the Committee Rapporteur Charles Malik of Lebanon, Vice-Chairman Peng Chung Chang of China, and John Humphrey of Canada, Director of the UN's Human Rights Division, who prepared the Declaration's blueprint. But Mrs. Roosevelt was recognized as the driving force for the Declaration's adoption.

The Commission met for the first time in 1947. In her memoirs, Eleanor Roosevelt recalled:

“Dr. Chang was a pluralist and held forth in charming fashion on the proposition that there is more than one kind of ultimate reality. The Declaration, he said, should reflect more than simply Western ideas and Dr. Humphrey would have to be eclectic in his approach. His remark, though addressed to Dr. Humphrey, was really directed at Dr. Malik, from whom it drew a

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<sup>1</sup> “The Universal Declaration of Human Rights: History of the Document.” The United Nations. Accessed November 29, 2014. <http://www.un.org/en/documents/udhr/history.shtml>.

prompt retort as he expounded at some length the philosophy of Thomas Aquinas. Dr. Humphrey joined enthusiastically in the discussion, and I remember that at one point Dr. Chang suggested that the Secretariat might well spend a few months studying the fundamentals of Confucianism!”

The final draft by Cassin was handed to the Commission on Human Rights, which was being held in Geneva. The draft declaration sent out to all UN member States for comments became known as the Geneva draft.

The first draft of the Declaration was proposed in September 1948 with over 50 Member States participating in the final drafting. By its resolution 217 A (III) of 10 December 1948, the General Assembly, meeting in Paris, adopted the Universal Declaration of Human Rights with eight nations abstaining from the vote but none dissenting. Hernán Santa Cruz of Chile, member of the drafting sub-Committee, wrote:

“I perceived clearly that I was participating in a truly significant historic event in which a consensus had been reached as to the supreme value of the human person, a value that did not originate in the decision of a worldly power, but rather in the fact of existing—which gave rise to the inalienable right to live free from want and oppression and to fully develop one’s personality. In the Great Hall...there was an atmosphere of genuine solidarity and brotherhood among men and women from all latitudes, the like of which I have not seen again in any international setting.”

The entire text of the UDHR was composed in less than two years. At a time when the world was divided into Eastern and Western blocs, finding a common ground on what should make the essence of the document proved to be a colossal task.

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## QUESTIONS:

- 1) Over which years was the Declaration of Human Rights drafted and adopted?
- 2) In your own words, describe *why* the Declaration of Human Rights was drafted and adopted.
- 3) In your own words, define the Declaration of Human Rights.
- 4) What major world events can you think of have taken place after the adoption of the Declaration of Human Rights?



## New Friend Scavenger Hunt

For each of the categories below, find a person in the classroom who fits the description. Make sure to introduce yourself before asking a question to a person you do not know. Have the person print their name next to the item that fits them. You can only use each person twice. The individual who gets the most different names wins!

Was born in April	Is an only child	Loves rock music	Has been to Europe	Speaks another language <i>fluently</i>
Likes to go camping	Likes to paint	Went to the same elementary school as you	Has 4 or more brothers and sisters	Has been to High Point
Likes to sing	Has gone canoeing on the Delaware River	Has traveled the farthest from New Jersey	Has been to an art museum in New York City	Likes to read for recreation
Owns a car	Plays sports	Likes Indian food	Does not eat meat	Has been to Washington D.C.
Has or has had braces	Has met someone famous	Has never been outside of New Jersey	Was born outside of New Jersey	Has a dog
Has a cat	Flosses their teeth daily	Buys organic	Is wearing the same color that you have on today (only one color need match)	Has eaten a whole pizza by themselves

# The Universal Declaration of Human Rights

## PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

**Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS** as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

**Article 1.**

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

**Article 2.**

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

**Article 3.**

Everyone has the right to life, liberty and security of person.

**Article 4.**

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

**Article 5.**

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

**Article 6.**

Everyone has the right to recognition everywhere as a person before the law.

**Article 7.**

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

**Article 8.**

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

**Article 9.**

No one shall be subjected to arbitrary arrest, detention or exile.

**Article 10.**

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

**Article 11.**

(1) Everyone charged with a penal offence has the right to be presumed innocent until

proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

### **Article 12.**

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

### **Article 13.**

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

### **Article 14.**

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

### **Article 15.**

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

### **Article 16.**

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

### **Article 17.**

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

### **Article 18.**

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice,

worship and observance.

### **Article 19.**

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

### **Article 20.**

(1) Everyone has the right to freedom of peaceful assembly and association. (2) No one may be compelled to belong to an association.

### **Article 21.**

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.  
(2) Everyone has the right of equal access to public service in his country.  
(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

### **Article 22.**

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

### **Article 23.**

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.  
(2) Everyone, without any discrimination, has the right to equal pay for equal work.  
(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.  
(4) Everyone has the right to form and to join trade unions for the protection of his interests.

### **Article 24.**

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

### **Article 25.**

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.  
(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

### **Article 26.**

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

### **Article 27.**

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

### **Article 28.**

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

### **Article 29.**

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

### **Article 30.**

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

## Civil Rights, Human Rights, and the Postwar United States

### Mini-Research Assignment #2

The years 1945-1965 are roughly designated as the “Civil Rights Era” in United States history. It is a time in which racial inequality - which had been institutionalized through discriminatory statutes, such as Jim Crow laws - became a focus for activist groups, the media, and eventually the United States government. Many of these activist groups sought to raise awareness of how racial inequality was an inherent denial of civil and political rights as described by the United States Constitution. It was during this same time that the United Nations was carving out its own framework of *human* rights, that both support and go beyond the rights mentioned in the United States Constitution. In this assignment, you are to research violations of human rights (including civil rights) in the postwar United States, using both the Universal Declaration of Human Rights (UDHR) and the U.S. Constitution as a guiding framework.

1. Use any of the following resources to locate a primary source that in some way demonstrates the violation of a particular human right, as expressed by the UDHR:
  - National Archives’ *DocsTeach*: <http://docsteach.org/> (scroll down on the home page and click on the link for the “Rights in America,” themed DocsTeach page).
  - National Archives’ David M. Rubenstein Gallery, “Records of Rights” exhibition: <http://recordsofrights.org/>
  - Facts on File’s *African-American History Online* or *American History Online* databases (if available through school subscription)
  - GALE Database (if available through school subscription)

Heads up: To accomplish steps #2-#4, it is recommended that you take notes in Microsoft Word or Google Docs, as this will allow you to more efficiently complete the writing assignment at the end of this research activity.

2. Cite your document using the *Chicago Manual of Style*, Notes-Bibliography formatting system.
  - Here is the *Chicago Manual of Style* Quick Guide to formatting: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)
  - Here is *Purdue OWL*, which also has tips on formatting: <https://owl.english.purdue.edu/owl/resource/717/01/>
3. Use the primary source document found, and the materials you received earlier this week (UDHR handout, classes of rights), to identify the particular human right in violation. What class of human right is being violated? Cite evidence from your document that indicates how a particular human right was being violated.
4. Use the U.S. constitutional amendments handout that you received today to determine whether a constitutional right is being violated. Cite evidence from your document that indicates how this constitutional right is being violated.
5. Using the same electronic collection, or other appropriate academic resources (such as those listed above), locate at least one secondary source that offers more information on how, when, where, and why this human right violation was occurring in the United States. (NOTE: The answers to these questions may be rooted in time before the postwar period. For example, as far back as the Reconstruction era, *Plessy v. Ferguson*, or the New Deal).

6. Bring it all together. Using Chicago Style footnotes to cite your evidence, write a 3-4 paragraph summary of your findings that addresses the following questions:
  - a. What did you find to be happening, according to your primary source document? What is the historical context (see secondary source document(s)) for your finding?
  - b. Which particular human right is being violated? Which class of rights might this fall under? Is a U.S. constitutional right being violated as well? Explain why or why not.
  - c. Based on your findings, is there room for this particular human right to be achieved within the existing legal framework of the Constitution, or do you believe a change may need to be made to the Constitution? *Also worth considering:* If this right is not protected by the Constitution, are there other federal laws or state laws that might protect this right? (Some additional research may be required to help you answer this last question.)



# The U.S. Bill of Rights

The Preamble to The Bill of Rights

## **Congress of the United States**

begun and held at the City of New-York, on

Wednesday the fourth of March, one thousand seven hundred and eighty nine.

**THE** Conventions of a number of the States, having at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best ensure the beneficent ends of its institution.

**RESOLVED** by the Senate and House of Representatives of the United States of America, in Congress assembled, two thirds of both Houses concurring, that the following Articles be proposed to the Legislatures of the several States, as amendments to the Constitution of the United States, all, or any of which Articles, when ratified by three fourths of the said Legislatures, to be valid to all intents and purposes, as part of the said Constitution; viz.

**ARTICLES** in addition to, and Amendment of the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the several States, pursuant to the fifth Article of the original Constitution.

**Note:** The following text is a transcription of the first ten amendments to the Constitution in their original form. These amendments were ratified December 15, 1791, and form what is known as the "Bill of Rights."

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## Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

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## Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

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## Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

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## Amendment IV

Source: "Charters of Freedom." *The U.S. National Archives and Records Administration*.  
[http://www.archives.gov/exhibits/charters/bill\\_of\\_rights\\_transcript.html](http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html),  
[http://www.archives.gov/exhibits/charters/constitution\\_amendments\\_11-27.html](http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html).

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

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## **Amendment V**

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

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## **Amendment VI**

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

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## **Amendment VII**

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

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## **Amendment VIII**

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

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## **Amendment IX**

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

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## **Amendment X**

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

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**Note:** The capitalization and punctuation in this version is from the enrolled original of the Joint Resolution of Congress proposing the Bill of Rights, which is on permanent display in the Rotunda of the National Archives Building, Washington, D.C.

## Amendments 13-15 (“Reconstruction Amendments”)

### AMENDMENT XIII

*Passed by Congress January 31, 1865. Ratified December 6, 1865.*

#### Section 1.

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

#### Section 2.

Congress shall have power to enforce this article by appropriate legislation.

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### AMENDMENT XIV

*Passed by Congress June 13, 1866. Ratified July 9, 1868.*

**Note:** Article I, section 2, of the Constitution was modified by section 2 of the 14th amendment.

#### Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

#### Section 2.

Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age,\* and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

#### Section 5.

The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

Source: “Charters of Freedom.” *The U.S. National Archives and Records Administration*.  
[http://www.archives.gov/exhibits/charters/bill\\_of\\_rights\\_transcript.html](http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html),  
[http://www.archives.gov/exhibits/charters/constitution\\_amendments\\_11-27.html](http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html).

*\*Changed by section 1 of the 26th amendment.*

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## **AMENDMENT XV**

*Passed by Congress February 26, 1869. Ratified February 3, 1870.*

### **Section 1.**

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude-

### **Section 2.**

The Congress shall have the power to enforce this article by appropriate legislation.

## **AMENDMENT XIX (Progressive Era Amendment)**

*Passed by Congress June 4, 1919. Ratified August 18, 1920.*

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation.

## **AMENDMENT XXIV (Civil Rights Era Amendment)**

*Passed by Congress August 27, 1962. Ratified January 23, 1964.*

### **Section 1.**

The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax.

### **Section 2.**

The Congress shall have power to enforce this article by appropriate legislation.

## **AMENDMENT XXVI (Civil Rights Era Amendment)**

*Passed by Congress March 23, 1971. Ratified July 1, 1971.*

**Note:** Amendment 14, section 2, of the Constitution was modified by section 1 of the 26th amendment.

### **Section 1.**

The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

### **Section 2.**

The Congress shall have power to enforce this article by appropriate legislation.

## Martin Luther King, Jr. “Letter from Birmingham Jail”

Student Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** As you read through Dr. King’s open letter, answer the following questions in the space provided.

Questions	Answers
Explain the four-step process Dr. King outlines for the SCLC’s nonviolent campaign?	
What does “direct action” involve and why does Dr. King think it is necessary, as opposed to “negotiation”?	
How does Dr. King advocate for “breaking some laws and obeying others”?	
Why does Dr. King prefer nonviolence, and what is the relationship between means and ends for him?	
Does Dr. King believe that the American government is ultimately capable of providing what its founding documents promised?	

## ***Letter from Birmingham Jail [excerpts]***

*By Martin Luther King, Jr.*

*April 16, 1963*

MY DEAR FELLOW CLERGYMEN:

While confined here in the Birmingham City Jail, I came across your recent statement calling our present activities “unwise and untimely.” . . . But since I feel that you are men of genuine goodwill and your criticisms are sincerely set forth, I would like to answer your statement in what I hope will be patient and reasonable terms.

I think I should give the reason for my being in Birmingham, since you have been influenced by the argument of “outsiders coming in.” I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every Southern state, with headquarters in Atlanta, Georgia. We have some eighty-five affiliate organizations all across the South—one being the Alabama Christian Movement for Human Rights. . . . So I am here, along with several members of my staff, because I have basic organizational ties here.

Beyond this, I am in Birmingham because injustice is here. . . . just as the Apostle Paul left his little village of Tarsus and carried the gospel of Jesus Christ to practically every hamlet and city of the Graeco-Roman world, I too am compelled to carry the gospel of freedom beyond my particular home town. . . .

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly affects all indirectly. . . .

In any nonviolent campaign there are four basic steps: 1) Collection of the facts to determine whether injustices are alive. 2) Negotiation. 3) Self-purification and 4) Direct action. We have gone through all of these steps in Birmingham. There can be no gainsaying of the fact that racial injustice engulfs this community. Birmingham is probably the most thoroughly segregated city in the United States. Its ugly record of police brutality is known in every section of this country. Its unjust treatment of Negroes in the courts is a notorious reality. There have been more unsolved bombings of Negro homes and churches in Birmingham than any city in this nation. These are the hard, brutal and unbelievable facts. On the basis of these conditions, Negro leaders sought to negotiate with the city fathers. But the political leaders consistently refused to engage in good faith negotiation. . . .

. . . So we had no alternative except that of preparing for direct action, whereby we would present our very bodies as a means of laying our case before the conscience of the local and national community. We were not unmindful of the difficulties involved. So we decided to go through a process of self purification. We started having workshops on nonviolence and repeatedly asked ourselves the questions: “Are you able to accept blows without retaliating?” “Are you able to endure the ordeals of jail?” We decided to set our direct-action program around the Easter season, realizing that with the exception of Christmas, this was the largest shopping period of the year. Knowing that a strong economic withdrawal program would be the by-product of direct action, we felt that this was the best time to bring pressure on the merchants for the needed changes. . . .

You may well ask: “Why direct action? Why sit-ins, marches, etc.? Isn’t negotiation a better path?” You are exactly right in your call for negotiation. Indeed, this is the purpose of direct action. Nonviolent direct action seeks to create such a crisis and establish such creative tension that a community that has

### SOURCES:

Martin Luther King, Jr., “Letter from Birmingham Jail,” Stanford University,  
<http://www.stanford.edu/group/King/frequentdocs/birmingham.pdf> (accessed March 2, 2012).

constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored. I just referred to the creation of tension as a part of the work of the nonviolent resister. This may sound rather shocking. But I must confess that I am not afraid of the word tension. I have earnestly worked and preached against violent tension, but there is a type of constructive nonviolent tension that is necessary for growth...

So the purpose of the direct action is to create a situation so crisis-packed that it will inevitably open the door to negotiation. We, therefore, concur with you in your call for negotiation. Too long has our beloved Southland been bogged down in the tragic attempt to live in monologue rather than dialogue.

One of the basic points in your statement is that our acts are untimely. Some have asked, "Why didn't you give the new administration time to act?" The only answer that I can give to this inquiry is that the new Birmingham administration must be prodded about as much as the outgoing one before it acts... I must say to you that we have not made a single gain in civil rights without determined legal and nonviolent pressure. Lamentably, it is an historical fact that privileged groups seldom give up their privileges voluntarily...

We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed...

There comes a time when the cup of endurance runs over, and men are no longer willing to be plunged into the abyss of despair...

You express a great deal of anxiety over our willingness to break laws. This is certainly a legitimate concern. Since we so diligently urge people to obey the Supreme Court's decision of 1954 outlawing segregation in the public schools, it is rather strange and paradoxical to find us consciously breaking laws. One may well ask: "How can you advocate breaking some laws and obeying others?" The answer is found in the fact that there are two types of laws: There are just and there are unjust laws. I would agree with Saint Augustine that "An unjust law is no law at all."

Now, what is the difference between the two? How does one determine when a law is just or unjust? A just law is a man-made code that squares with the moral law or the law of God. An unjust law is a code that is out of harmony with the moral law. To put it in the terms of Saint Thomas Aquinas, an unjust law is a human law that is not rooted in eternal and natural law. Any law that uplifts human personality is just. Any law that degrades human personality is unjust. All segregation statutes are unjust because segregation distorts the soul and damages the personality... segregation is not only politically, economically, and sociologically unsound, it is morally wrong and sinful... Thus it is that I can urge men to obey the 1954 decision of the Supreme Court, for it is morally right; and I can urge them to disobey segregation ordinances, for they are morally wrong...

...Let me give another explanation. An unjust law is a code inflicted upon a minority which that minority had no part in enacting or creating because they did not have the unhampered right to vote. Who can say that the legislature of Alabama which set up the segregation laws was democratically elected? Throughout the state of Alabama all types of conniving methods are used to prevent Negroes from becoming registered voters and there are some counties without a single Negro registered to vote despite the fact that the Negro constitutes a majority of the population. Can any law set up in such a state be considered democratically structured?

These are just a few examples of unjust and just laws. There are some instances when a law is just on its face and unjust in its application. For instance, I was arrested Friday on a charge of parading without a

#### SOURCES:

Martin Luther King, Jr., "Letter from Birmingham Jail," Stanford University, <http://www.stanford.edu/group/King/frequentdocs/birmingham.pdf> (accessed March 2, 2012).



permit. Now there is nothing wrong with an ordinance which requires a permit for a parade, but when the ordinance is used to preserve segregation and to deny citizens the First-Amendment privilege of peaceful assembly and peaceful protest, then it becomes unjust.

I hope you can see the distinction I am trying to point out. In no sense do I advocate evading or defying the law as the rabid segregationist would do. This would lead to anarchy. One who breaks an unjust law must do it openly, lovingly, and with a willingness to accept the penalty. I submit that an individual who breaks a law that conscience tells him is unjust, and willingly accepts the penalty by staying in jail to arouse the conscience of the community over its injustice, is in reality expressing the very highest respect for law...

We can never forget that everything Hitler did in Germany was "legal" and everything the Hungarian freedom fighters did in Hungary was "illegal." It was "illegal" to aid and comfort a Jew in Hitler's Germany. But I am sure that if I had lived in Germany during that time I would have aided and comforted my Jewish brothers even though it was illegal...

...Actually, we who engage in nonviolent direct action are not the creators of tension. We merely bring to the surface the hidden tension that is already alive. We bring it out in the open where it can be seen and dealt with. Like a boil that can never be cured as long as it is covered up but must be opened with all its pus-flowing ugliness to the natural medicines of air and light, injustice must be exposed, with all of the tension its exposing creates, to the light of human conscience and the air of national opinion before it can be cured.

In your statement you asserted that our actions, even though peaceful, must be condemned because they precipitate violence. But can this assertion be logically made? ...We must come to see, as the federal courts have consistently affirmed, that it is immoral to urge an individual to withdraw his efforts to gain his basic constitutional rights because the quest precipitates violence. Society must protect the robbed and punish the robber...

I had also hoped that the white moderate would reject the myth of time... All that is said here grows out of a tragic misconception of time. It is the strangely irrational notion that there is something in the very flow of time that will inevitably cure all ills. Actually time is neutral. It can be used either destructively or constructively... Human progress never rolls in on wheels of inevitability. It comes through the tireless efforts of men willing to be co-workers with God, and without this hard work time itself becomes an ally of the forces of social stagnation. We must use time creatively, and forever realize that the time is always ripe to do right. . . .

You spoke of our activity in Birmingham as extreme. At first I was rather disappointed that fellow clergymen would see my nonviolent efforts as those of the extremist. I started thinking about the fact that I stand in the middle of two opposing forces in the Negro community...

I have tried to stand between these two forces saying that we need not follow the "do-nothingism" of the complacent or the hatred and despair of the black nationalist. There is the more excellent way of love and nonviolent protest. I'm grateful to God that, through the Negro church, the dimension of nonviolence entered our struggle.

If this philosophy had not emerged, I am convinced that by now many streets of the South would be flowing with floods of blood. And I am further convinced that if our white brothers dismiss as "rabble rousers" and "outside agitators" those of us who are working through the channels of nonviolent direct action and refuse to support our nonviolent efforts, millions of Negroes, out of frustration and despair,

#### SOURCES:

Martin Luther King, Jr., "Letter from Birmingham Jail," Stanford University, <http://www.stanford.edu/group/King/frequentdocs/birmingham.pdf> (accessed March 2, 2012).



will seek solace and security in black-nationalist ideologies, a development that will lead inevitably to a frightening racial nightmare. . . .

...I have no fear about the outcome of our struggle in Birmingham, even if our motives are presently misunderstood. We will reach the goal of freedom in Birmingham and all over the nation, because the goal of America is freedom. Abused and scorned though we may be, our destiny is tied up with the destiny of America. Before the pilgrims landed at Plymouth we were here. Before the pen of Jefferson etched across the pages of history the majestic words of the Declaration of Independence, we were here. For more than two centuries our forebears labored in this country without wages; they made cotton king; and they built the homes of their masters in the midst of brutal injustice and shameful humiliation--and yet out of a bottomless vitality they continued to thrive and develop. If the inexpressible cruelties of slavery could not stop us, the opposition we now face will surely fail. We will win our freedom because the sacred heritage of our nation and the eternal will of God are embodied in our echoing demands.

...Over the past few years I have consistently preached that nonviolence demands that the means we use must be as pure as the ends we seek. I have tried to make clear that it is wrong to use immoral means to attain moral ends...

...I wish you had commended the Negro sit-inners and demonstrators of Birmingham for their sublime courage, their willingness to suffer and their amazing discipline in the midst of the most inhuman provocation... One day the South will know that when these disinherited children of God sat down at lunch counters they were in reality standing up for the best in the American dream and the most sacred values in our Judaeo-Christian heritage, and thusly, carrying our whole nation back to those great wells of democracy which were dug deep by the founding fathers in the formulation of the Constitution and the Declaration of Independence...

Yours for the cause of Peace and Brotherhood,

Martin Luther King, Jr.

#### SOURCES:

Martin Luther King, Jr., "Letter from Birmingham Jail," Stanford University, <http://www.stanford.edu/group/King/frequentdocs/birmingham.pdf> (accessed March 2, 2012).

# **198 Methods of Nonviolent Action**

Practitioners of nonviolent struggle have an entire arsenal of "nonviolent weapons" at their disposal. Listed below are 198 of them, classified into three broad categories: nonviolent protest and persuasion, noncooperation (social, economic, and political), and nonviolent intervention. A description and historical examples of each can be found in volume two of *The Politics of Nonviolent Action* by Gene Sharp.

## **The Methods of Nonviolent Protest and Persuasion**

### **Formal Statements**

1. Public Speeches
2. Letters of opposition or support
3. Declarations by organizations and institutions
4. Signed public statements
5. Declarations of indictment and intention
6. Group or mass petitions

### **Communications with a Wider Audience**

7. Slogans, caricatures, and symbols
8. Banners, posters, and displayed communications
9. Leaflets, pamphlets, and books
10. Newspapers and journals
11. Records, radio, and television
12. Skywriting and earthwriting

### **Group Representations**

13. Deputations
14. Mock awards
15. Group lobbying
16. Picketing
17. Mock elections

### **Symbolic Public Acts**

18. Displays of flags and symbolic colors
19. Wearing of symbols
20. Prayer and worship
21. Delivering symbolic objects
22. Protest disrobings
23. Destruction of own property
24. Symbolic lights

25. Displays of portraits
26. Paint as protest
27. New signs and names
28. Symbolic sounds
29. Symbolic reclamations
30. Rude gestures

### **Pressures on Individuals**

31. "Haunting" officials
32. Taunting officials
33. Fraternization
34. Vigils

### **Drama and Music**

35. Humorous skits and pranks
36. Performances of plays and music
37. Singing

### **Processions**

38. Marches
39. Parades
40. Religious processions
41. Pilgrimages
42. Motorcades

### **Honoring the Dead**

43. Political mourning
44. Mock funerals
45. Demonstrative funerals
46. Homage at burial places

### **Public Assemblies**

47. Assemblies of protest or support
48. Protest meetings
49. Camouflaged meetings of protest
50. Teach-ins

### **Withdrawal and Renunciation**

- 51. Walk-outs
- 52. Silence
- 53. Renouncing honors
- 54. Turning one's back

### **The Methods of Social Noncooperation**

#### **Ostracism of Persons**

- 55. Social boycott
- 56. Selective social boycott
- 57. Lysistratic nonaction
- 58. Excommunication
- 59. Interdict

#### **Noncooperation with Social Events, Customs, and Institutions**

- 60. Suspension of social and sports activities
- 61. Boycott of social affairs
- 62. Student strike
- 63. Social disobedience
- 64. Withdrawal from social institutions

#### **Withdrawal from the Social System**

- 65. Stay-at-home
- 66. Total personal noncooperation
- 67. "Flight" of workers
- 68. Sanctuary
- 69. Collective disappearance
- 70. Protest emigration (hijrat)

### **The Methods of Economic Noncooperation: Economic Boycotts**

#### **Actions by Consumers**

- 71. Consumers' boycott
- 72. Nonconsumption of boycotted goods
- 73. Policy of austerity
- 74. Rent withholding
- 75. Refusal to rent
- 76. National consumers' boycott
- 77. International consumers' boycott

### **Action by Workers and Producers**

- 78. Workmen's boycott
- 79. Producers' boycott

### **Action by Middlemen**

- 80. Suppliers' and handlers' boycott

### **Action by Owners and Management**

- 81. Traders' boycott
- 82. Refusal to let or sell property
- 83. Lockout
- 84. Refusal of industrial assistance
- 85. Merchants' "general strike"

### **Action by Holders of Financial Resources**

- 86. Withdrawal of bank deposits
- 87. Refusal to pay fees, dues, and assessments
- 88. Refusal to pay debts or interest
- 89. Severance of funds and credit
- 90. Revenue refusal
- 91. Refusal of a government's money

### **Action by Governments**

- 92. Domestic embargo
- 93. Blacklisting of traders
- 94. International sellers' embargo
- 95. International buyers' embargo
- 96. International trade embargo

### **The Methods of Economic Noncooperation: The Strike**

#### **Symbolic Strikes**

- 97. Protest strike
- 98. Quickie walkout (lightning strike)

#### **Agricultural Strikes**

- 99. Peasant strike
- 100. Farm Workers' strike

#### **Strikes by Special Groups**

- 101. Refusal of impressed labor
- 102. Prisoners' strike

- 103. Craft strike
- 104. Professional strike

### **Ordinary Industrial Strikes**

- 105. Establishment strike
- 106. Industry strike
- 107. Sympathetic strike

### **Restricted Strikes**

- 108. Detailed strike
- 109. Bumper strike
- 110. Slowdown strike
- 111. Working-to-rule strike
- 112. Reporting "sick" (sick-in)
- 113. Strike by resignation
- 114. Limited strike
- 115. Selective strike

### **Multi-Industry Strikes**

- 116. Generalized strike
- 117. General strike

### **Combination of Strikes and Economic Closures**

- 118. Hartal
- 119. Economic shutdown

### **The Methods of Political Noncooperation**

#### **Rejection of Authority**

- 120. Withholding or withdrawal of allegiance
- 121. Refusal of public support
- 122. Literature and speeches advocating resistance

#### **Citizens' Noncooperation with Government**

- 123. Boycott of legislative bodies
- 124. Boycott of elections
- 125. Boycott of government employment and positions
- 126. Boycott of government departments, agencies, and other bodies
- 127. Withdrawal from government educational institutions
- 128. Boycott of government-supported

organizations

- 129. Refusal of assistance to enforcement agents
- 130. Removal of own signs and placemarks
- 131. Refusal to accept appointed officials
- 132. Refusal to dissolve existing institutions

#### **Citizens' Alternatives to Obedience**

- 133. Reluctant and slow compliance
- 134. Nonobedience in absence of direct supervision
- 135. Popular nonobedience
- 136. Disguised disobedience
- 137. Refusal of an assemblage or meeting to disperse
- 138. Sitdown
- 139. Noncooperation with conscription and deportation
- 140. Hiding, escape, and false identities
- 141. Civil disobedience of "illegitimate" laws

#### **Action by Government Personnel**

- 142. Selective refusal of assistance by government aides
- 143. Blocking of lines of command and information
- 144. Stalling and obstruction
- 145. General administrative noncooperation
- 146. Judicial noncooperation
- 147. Deliberate inefficiency and selective noncooperation by enforcement agents
- 148. Mutiny

#### **Domestic Governmental Action**

- 149. Quasi-legal evasions and delays
- 150. Noncooperation by constituent governmental units

#### **International Governmental Action**

- 151. Changes in diplomatic and other representations
- 152. Delay and cancellation of diplomatic events
- 153. Withholding of diplomatic recognition
- 154. Severance of diplomatic relations

- 155. Withdrawal from international organizations
- 156. Refusal of membership in international bodies
- 157. Expulsion from international organizations

### **The Methods of Nonviolent Intervention**

#### **Psychological Intervention**

- 158. Self-exposure to the elements
- 159. The fast
  - a) Fast of moral pressure
  - b) Hunger strike
  - c) Satyagrahic fast
- 160. Reverse trial
- 161. Nonviolent harassment

#### **Physical Intervention**

- 162. Sit-in
- 163. Stand-in
- 164. Ride-in
- 165. Wade-in
- 166. Mill-in
- 167. Pray-in
- 168. Nonviolent raids
- 169. Nonviolent air raids
- 170. Nonviolent invasion
- 171. Nonviolent interjection
- 172. Nonviolent obstruction
- 173. Nonviolent occupation

#### **Social Intervention**

- 174. Establishing new social patterns
- 175. Overloading of facilities
- 176. Stall-in
- 177. Speak-in
- 178. Guerrilla theater
- 179. Alternative social institutions
- 180. Alternative communication system

#### **Economic Intervention**

- 181. Reverse strike
- 182. Stay-in strike
- 183. Nonviolent land seizure
- 184. Defiance of blockades
- 185. Politically motivated counterfeiting
- 186. Preclusive purchasing
- 187. Seizure of assets
- 188. Dumping
- 189. Selective patronage
- 190. Alternative markets
- 191. Alternative transportation systems
- 192. Alternative economic institutions

#### **Political Intervention**

- 193. Overloading of administrative systems
- 194. Disclosing identities of secret agents
- 195. Seeking imprisonment
- 196. Civil disobedience of "neutral" laws
- 197. Work-on without collaboration
- 198. Dual sovereignty and parallel government

Source: Sharp, Gene. *The Politics of Nonviolent Action* (3 Vols.), Boston: Porter Sargent, 1973. Provided courtesy of the Albert Einstein Institution.

## DOCUMENT A

*In this letter, Jo Ann Robinson [president of the Women's Political Council, an organization of African American professional women] writes the Mayor of Montgomery asking for fair treatment on the buses.*

Honorable Mayor W. Gayle

City Hall

Montgomery, Alabama

Dear Sir:

The Women's Political Council is very grateful to you and the City Commissioners for the hearing you allowed our representative during the month of March, 1954, when the "city-bus-fare-increase case" was being reviewed. There were several things the Council asked for:

1. A city law that would make it possible for Negroes to sit from back toward front, and whites from front toward back until all the seats are taken.
2. That Negroes not be asked or forced to pay fare at front and go to the rear of the bus to enter.
3. That busses stop at every corner in residential sections occupied by Negroes as they do in communities where whites reside.

We are happy to report that busses have begun stopping at more corners now in some sections where Negroes live than previously. However, the same practices in seating and boarding the bus continue.

Mayor Gayle, three-fourths of the riders of these public conveyances are Negroes. If Negroes did not patronize them, they could not possibly operate.

More and more of our people are already arranging with neighbors and friends to ride to keep from being insulted and humiliated by bus drivers.

There has been talk from twenty-five or more local organizations of planning a city-wide boycott of busses. We, sir, do not feel that forceful measures are necessary in bargaining for a convenience which is right for all bus passengers....

Please consider this plea, and if possible, act favorably upon it, for even now plans are being made to ride less, or not at all, on our busses. We do not want this.

Respectfully yours,

The Women's Political Council

Jo Ann Robinson, President

## DOCUMENT B

*Bayard Rustin, an African American civil rights activist, traveled to Montgomery to advise Dr. King and support the bus boycott. Though he was eventually asked to leave Montgomery because leaders feared his reputation as a gay Communist would hurt the movement, he kept a diary of what he found.*

February 24

42,000 Negroes have not ridden the busses since December 5. On December 6, the police began to harass, intimidate, and arrest Negro taxi drivers who were helping get these people to work. It thus became necessary for the Negro leaders to find an alternative—the car pool. They set up 23 dispatch centers where people gather to wait for free transportation.

This morning Rufus Lewis, director of the pool, invited me to attend the meeting of the drivers. On the way, he explained that there are three methods in addition to the car pool, for moving the Negro population:

- 1) Hitch-hiking.
- 2) The transportation of servants by white housewives.
- 3) Walking.

Later he introduced me to two men, one of whom has walked 7 miles and the other 14 miles, every day since December 5.

"The success of the car pool is at the heart of the movement," Lewis said at the meeting. "It must not be stopped."

I wondered what the response of the drivers would be, since 28 of them had just been arrested on charges of conspiring to destroy the bus company. One by one, they pledged that, if necessary, they would be arrested again and again.

Source: Bayard Rustin, *Montgomery Diary*, February 24, 1956. Montgomery, Alabama. Retrieved from <http://historicalthinkingmatters.org/rosaparks/0/inquiry/main/resources/25/>

## DOCUMENT C

*Virginia Foster Durr was a white woman who supported civil rights for African Americans in Montgomery. Here, Durr writes the director of the Highlander Folk School and his wife. Highlander was a center for training civil rights activists and labor organizers.*

January 30, 1956

Dear Myles and Zilphia:

I just received a communication from there giving a summary of the past year's activities and I think you should add how much you had to do with the Montgomery Bus Boycott which is really making history and is of the deepest significance. LIFE, TIME, CBS, NBC, and countless other papers have been down here covering it... I think it is the first time that a whole Negro community has ever stuck together this way and for so long and I think they are going to win it.

But how your part comes in is through the effect the school had on Mrs. Parks. When she came back she was so happy and felt so liberated and then as time went on she said the discrimination got worse and worse to bear AFTER having, for the first time in her life, been free of it at Highlander. I am sure that had a lot to do with her daring to risk arrest as she is naturally a very quiet and retiring person although she has a fierce sense of pride and is, in my opinion, a really noble woman. But you and Zilphia should certainly take pride in what you did for her and what she is doing....

Lots of love to all, come and see for yourself.

VA

Source: Excerpt from a letter written by Virginia Foster Durr to Myles and Zilphia Horton, January 30, 1956. Montgomery, Alabama. Retrieved from <http://historicalthinkingmatters.org/rosaparks/0/inquiry/main/resources/20/>



## DOCUMENT D

*At this Montgomery Improvement Association (MIA) weekly meeting, Martin Luther King speaks to the crowd.*

Democracy gives us this right to protest and that is all we are doing. We can say honestly that we have not advocated violence, have not practiced it, and have gone courageously on with a Christian movement. Ours is a spiritual movement depending on moral and spiritual fortitude. The protest is still going on. (Great deal of applause here)

Freedom doesn't come on a silver platter. With every great movement toward freedom there will inevitably be trials. Somebody will have to have the courage to sacrifice. You don't get to the Promised Land without going through the Wilderness. You don't get there without crossing over hills and mountains, but if you keep on keeping on, you can't help but reach it. We won't all see it, but it's coming and it's because God is for it.

We won't back down. We are going on with our movement.

Let us continue with the same spirit, with the same orderliness, with the same discipline, with the same Christian approach. I believe that God is using Montgomery as his proving ground.

God be praised for you, for your loyalty, for your determination. God bless you and keep you, and may God be with us as we go on.

Source: Excerpts from a speech by Martin Luther King, Jr., as reported by Anna Holden, a teacher at Fisk University. March 22, 1956. Montgomery, Alabama. Retrieved from <http://historicalthinkingmatters.org/rosaparks/0/inquiry/main/resources/20/>

## **Civil Rights, Human Rights, and the Postwar United States**

### *Mini-Research Assignment #3*

Grassroots activism during the “Civil Rights Era” in the United States played a very important role in encouraging the U.S. government to ensure that rights granted by the United States’ federal government, and by individual state governments were protected for all people living in the United States. Additionally, activists also sought to promote the passage of new laws to ensure other human rights were to be protected by the United States and/or individual state governments as well. Grassroots activists often used methods of nonviolent action as ways to achieve these goals. In this assignment, you are to conduct some brief research on a particular method of nonviolent action, and brainstorm how this may have been a potential solution to a historical human rights issue in the postwar United States.

1. Your teacher will assign you 5 methods of nonviolent action. Write them here.
  - 1)
  - 2)
  - 3)
  - 4)
  - 5)
2. Using school-based research resources (for example, Facts on File’s *African-American History Online* or *American History Online*, the GALE, or SIRS) or the resources available at [www.aforcemorepowerful.org](http://www.aforcemorepowerful.org) to learn about your assigned methods of nonviolent action. It is recommended that you take notes in a Word file or Google document. It is required that you cite your information using notes-bibliography formatting in the Chicago Manual of Style.
3. Based on your findings, write one paragraph for each of your methods that addresses each of the following questions:
  - 1) *What is the method of nonviolent action and how is the specific method employed?*
  - 2) *What objective(s) is the method supposed to achieve?*
  - 3) *To what extent might [insert method here] be an effective strategy for addressing [insert violated human right from previous lesson]?*

## Human Rights and the United States

### *Mini-Research Assignment #4*

Despite the efforts of human rights activists and political leaders, human rights violations continue to this day around the world. Despite the United States' constitutional protections of civil and political liberties, this does not mean that human rights violations are limited to places outside the borders of the United States. In this assignment, you are to learn about human rights violations that exist in the United States and develop an "action plan" that may potentially help address this issue.

1. Your teacher will assign you to a group of approximately four students. Locate your partners and be prepared to work with them.

Once with your partners...

2. **Pre-Research:** Go to *Amnesty International's* website: [www.amnesty.org](http://www.amnesty.org). On the bottom of the website, under "Resources," click on "Research." On the webpage that you arrive at, "Content Type" should already be pre-selected from the pull down menu as "Research." Narrow your search by "Region/Country" to "Americas." Then, you and members of your group should spend some time searching by "Topics" to see if you can locate any articles related to human rights issues in the United States. This may take some clicking around, so be patient and persevere in your pre-research task.
3. As a group, decide on the "Content Type" you would like to work within and, then, decide on a *specific* human right issue in the United States. Paraphrase the human right issue in the space provided here:

4. As a group, develop an action plan in response to this issue. You are especially encouraged to use what you learned about methods of nonviolent action to help you accomplish this task. With your group, develop a presentation (using PowerPoint, posters, a reading, a video, other performance, etc.) for a Civic Action Conference for Human Rights which will be held in class. All action plans should address the following criteria:

- *Is the human rights violation you are researching an example of a violation of political and civil rights or a violation of economic, social, and/or cultural rights?*
- *Are there any parts of the U.S. legal framework (i.e. the Constitution) that could be pointed to that would help address this human rights violation, or would you need to look beyond the Constitution and/or make changes to the Constitution?*
- *What nonviolent action(s) do you plan to take? Name up to three immediate objectives you wish to achieve with your nonviolent action(s).*
- *Explain how you plan to communicate and meet with other members of your organization (be specific about time and place).*
- *Explain your course of action, and how it relates to your immediate objectives. Be sure to include the types of resources you will need (ex: fuel and transportation, picket signs, technology, bail money, etc.)*
- *Explain what your nonviolent action means in the long-term for human rights in the United States. That is, how will your nonviolent action make sure that human rights conditions in the United States are in accord with the provisions of the UDHR?*

You are encouraged to invite other students and faculty to attend the Civic Action Conference.

# The U.S. Bill of Rights

The Preamble to The Bill of Rights

## **Congress of the United States**

begun and held at the City of New-York, on

Wednesday the fourth of March, one thousand seven hundred and eighty nine.

**THE** Conventions of a number of the States, having at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best ensure the beneficent ends of its institution.

**RESOLVED** by the Senate and House of Representatives of the United States of America, in Congress assembled, two thirds of both Houses concurring, that the following Articles be proposed to the Legislatures of the several States, as amendments to the Constitution of the United States, all, or any of which Articles, when ratified by three fourths of the said Legislatures, to be valid to all intents and purposes, as part of the said Constitution; viz.

**ARTICLES** in addition to, and Amendment of the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the several States, pursuant to the fifth Article of the original Constitution.

**Note:** The following text is a transcription of the first ten amendments to the Constitution in their original form. These amendments were ratified December 15, 1791, and form what is known as the "Bill of Rights."

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## **Amendment I**

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

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## **Amendment II**

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

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## **Amendment III**

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

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## **Amendment IV**

Source: "Charters of Freedom." *The U.S. National Archives and Records Administration*.  
[http://www.archives.gov/exhibits/charters/bill\\_of\\_rights\\_transcript.html](http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html),  
[http://www.archives.gov/exhibits/charters/constitution\\_amendments\\_11-27.html](http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html).

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

---

## **Amendment V**

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

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## **Amendment VI**

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

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## **Amendment VII**

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

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## **Amendment VIII**

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

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## **Amendment IX**

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

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## **Amendment X**

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

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**Note:** The capitalization and punctuation in this version is from the enrolled original of the Joint Resolution of Congress proposing the Bill of Rights, which is on permanent display in the Rotunda of the National Archives Building, Washington, D.C.

## Amendments 13-15 (“Reconstruction Amendments”)

### AMENDMENT XIII

*Passed by Congress January 31, 1865. Ratified December 6, 1865.*

#### Section 1.

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

#### Section 2.

Congress shall have power to enforce this article by appropriate legislation.

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### AMENDMENT XIV

*Passed by Congress June 13, 1866. Ratified July 9, 1868.*

**Note:** Article I, section 2, of the Constitution was modified by section 2 of the 14th amendment.

#### Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

#### Section 2.

Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age,\* and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

#### Section 5.

The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

Source: “Charters of Freedom.” *The U.S. National Archives and Records Administration*.  
[http://www.archives.gov/exhibits/charters/bill\\_of\\_rights\\_transcript.html](http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html),  
[http://www.archives.gov/exhibits/charters/constitution\\_amendments\\_11-27.html](http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html).

*\*Changed by section 1 of the 26th amendment.*

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## **AMENDMENT XV**

*Passed by Congress February 26, 1869. Ratified February 3, 1870.*

### **Section 1.**

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude-

### **Section 2.**

The Congress shall have the power to enforce this article by appropriate legislation.

## **AMENDMENT XIX (Progressive Era Amendment)**

*Passed by Congress June 4, 1919. Ratified August 18, 1920.*

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation.

## **AMENDMENT XXIV (Civil Rights Era Amendment)**

*Passed by Congress August 27, 1962. Ratified January 23, 1964.*

### **Section 1.**

The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax.

### **Section 2.**

The Congress shall have power to enforce this article by appropriate legislation.

## **AMENDMENT XXVI (Civil Rights Era Amendment)**

*Passed by Congress March 23, 1971. Ratified July 1, 1971.*

**Note:** Amendment 14, section 2, of the Constitution was modified by section 1 of the 26th amendment.

### **Section 1.**

The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

### **Section 2.**

The Congress shall have power to enforce this article by appropriate legislation.



## Human Rights & The United States

Presentation Title: \_\_\_\_\_

Group Members: \_\_\_\_\_

	Exceptional 5	Proficient 4	Developing 3	Needs to Improve 2	Inadequate 1
<b>Quality of Research</b>	Human rights issue has been thoroughly researched, and is explained in detail. Sources are cited properly.	Human rights issue has been researched adequately, and is explained with adequate detail. Sources are cited, but may not be cited properly.	Human rights issue has been researched, but is not treated comprehensively. Sources are not cited properly.	Human rights issue has been researched, but substantial gaps in understanding are present. Sources are not cited.	Human rights issue has not been researched. Sources are not cited.
<b>Application of Legal &amp; Conceptual Framework</b>	Human rights issue has been properly classified. Thorough application of U.S. legal framework is undertaken.	Human rights issue has been properly classified. U.S. legal framework is applied adequately.	Human rights issue has been classified, but incorrectly. U.S. legal framework is applied, but not adequately.	Substantial gaps in understanding are present regarding classifying rights, and are present regarding U.S. legal framework.	Human rights have not been classified. U.S. legal framework has not been applied.
<b>Action Plan Development</b>	Nonviolent action plan is thoroughly and appropriately developed. Three objectives are clearly identified.	Nonviolent action plan is adequately developed. Three objectives are identified, but may not be identified clearly.	Nonviolent action plan is developed, but not comprehensively. Less than three objectives are identified.	Substantial gaps are present in action plan. Less than three objectives are identified.	Nonviolent action plan has not been developed. No objectives are identified.
<b>Self-Assessment of Plan</b>	Thorough explanation of long-term goals. Comprehensively addresses synthesis of conditions in U.S. with ideals in the UDHR.	Adequate explanation of long-term goals. Adequately addresses synthesis of conditions in U.S. with ideals in the UDHR.	Long-term goals are addressed, but not comprehensively. Addresses synthesis of conditions with U.S. with ideals in the UDHR, but not comprehensively.	Substantial gaps are present in explanation of long-term goals. Substantial gaps are present in addressing how U.S. conditions can meet ideals set forth in UDHR.	Long-term goals are not explained. Synthesis of U.S. conditions with UDHR ideals not addressed.
<b>Planning &amp; Organization</b>  <i>Score X ½</i>	Information presented in a logical sequence with clear breaks and transitions between topics.	Information presented in a logical sequence, sometimes missing clear breaks or transitions between topics.	Information not always presented in a logical sequence, often missing clear breaks	Information not presented in a logical sequence.	Information not presented in a logical sequence.
<b>Project Effort</b>  <i>Score X ½</i>	Project is a clear result of peer collaboration, creativity, and initiative. All group members well prepared for presentation.	Project is a clear result of peer collaboration. Some creativity and initiative is present. Most group members well prepared for presentation.	Peer collaboration is evident. Some creativity and initiative is present. Some group members well prepared for presentation.	Peer collaboration in need of improvement. Creativity or initiative lacking. Few group members well prepared for presentation.	Peer collaboration is absent. Creativity or initiative lacking. No group members well prepared for presentation.

## *Active Reading*

In the social studies classroom, it is important to practice critical reading skills. In a world flooded with information, we are responsible for identifying key components of texts, and critically evaluating texts, not only as citizens participating in democratic government, but as human beings who need to be fully aware of and engaged with their world. One skill we can develop to achieve these goals is known as **“Active Reading.”**

According to Penn State University, “active reading skills act as a catalyst for critical thinking skills that must be applied in a systematic way” and, put simply, are a way to get you more “involved in the material.”<sup>1</sup>

Here are some basic steps you can use to approach active reading:<sup>2</sup>

1. Ask yourself pre-reading questions and take a few brief notes: What is the topic, and what do you already know about it?
2. Bracket the main idea or thesis of the reading, and put an asterisk next to it.
3. As you read, collect major clues. You can do so by answering the following questions: Who? What? When? Where? Why? How? Point of view?
4. Circle any unfamiliar terms and define them.
5. Make notes or comments in the margins of the text. Notes and comments could and should be about any prior knowledge you have that comes to mind as you read. In other words, how is the text you are reading connected with something you already learned? Prior knowledge added to new textual information can help you draw an **inference**, which is a conclusion you can draw based on evidence in the text, but that is not explicitly stated by the text.
6. Write any questions you have in the margins, and try to answer them independently after reading the text. If you cannot answer your question independently, be prepared to share and discuss your question in class.

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<sup>1</sup> iStudy for Success! “Active Reading.” Penn State University.  
<http://tutorials.istudy.psu.edu/activereading/>

<sup>2</sup> “Active Reading Strategies.” The McGraw Center for Teaching & Learning.  
[www.princeton.edu/mcgraw](http://www.princeton.edu/mcgraw)

*Active Reading Worksheet*

**Pre-Reading Notes:** \_\_\_\_\_

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**Main idea / Thesis (in your words):** \_\_\_\_\_

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**Collect the Clues**

Who: \_\_\_\_\_

When: \_\_\_\_\_

Where: \_\_\_\_\_

Why: \_\_\_\_\_

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How: \_\_\_\_\_

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Point of View: \_\_\_\_\_

**Unfamiliar Terms:** \_\_\_\_\_

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**Inferences / Conclusions:** \_\_\_\_\_

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**Remaining Questions:** \_\_\_\_\_

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