Human Rights in the Modern World

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☑ 10 ☑ 11 ☑ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course**: Human Rights in the Modern World		
Course Title:	Human Rights in the Modern World		
Prerequisite(s):	N/A		
Course Description: *Program of Studies*	This semester-long course provides a broad exploration of human rights, examining the origins, principles, and challenges of protecting human dignity in a global context. Students will investigate major historical and contemporary human rights events, analyze patterns of human behavior that lead to abuses or resistance, and assess the roles and responsibilities of individuals, nations, and the international community in upholding human rights. While the United Nations will be studied as a key international actor, the course will also focus on a variety of organizations, legal frameworks, and grassroots movements that shape the fight for rights worldwide. Through case studies, debates, and projects, students will develop the knowledge and skills needed to understand global challenges and consider their own responsibilities as advocates for human rights.		
Course Essential Questions:	• How do historical atrocities like the Holocaust reveal patterns of human behavior that can lead to human rights abuses and actions of resistance, and how has the international community responded? • How do the main organs and agencies of the United Nations work together to attempt to address global challenges and maintain international peace and security?		

	• To what extent has the United Nations advanced human rights and development, and what factors influence the success or failure of these efforts? • What patterns can we identify in the causes, responses, and outcomes of major human rights events, and how can understanding these patterns inform future action by individuals, nations, and the international community? • What responsibilities do individuals and nations have in preventing human rights abuses and promoting global well-being in an interconnected world?	
Course Enduring Understandings:	• Historical atrocities like the Holocaust expose patterns in human behavior that can lead to abuses and highlight the need for global protections. • Patterns of human behavior—such as prejudice, conformity, and the bystander effect—contribute to both the perpetration and prevention of human rights abuses. • The structure and work of the UN demonstrate both the challenges and possibilities of addressing global issues through collective action. • Promoting human rights and improving living standards requires ongoing effort, collaboration, and adaptation to complex global realities. • Individuals and nations share responsibility in preventing abuses and promoting justice, equity, and well-being for all people. • Understanding the successes, limitations, and failures of the UN informs responsible global citizenship and inspires future action. • Careful analysis of past human rights events reveals recurring causes and responses that can inform more effective prevention and intervention strategies. • The actions (or inaction) of individuals, nations, and the international community play a critical role in either enabling or stopping human rights violations.	
Duration: **Credit:**	☑ Semester ☐ Full-Year	☑ 0.5 Credit (s) ☐ 1.0 Credit(s) ☐ 1.5 Credit(s)
Course Materials/Resources:	USC Shoah Foundation Survivor Testimonies *Universal Declaration of Human Rights* US Holocaust Memorial Museum Teaching Resources	

	Access to Credible News Sources through and Historical Newspapers through Proquest ABC-Clio Databases: World Geography, Modern World History Gale Databases: World History in Context
FPS Course Academic Expectation(s):	☐ Exploring and Understanding (EU) ☑ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)
Year at a Glance (Units):	**Unit 1:** The Holocaust, Human Behavior, and the Birth of the UN (~4-5 weeks) **Unit 2:** Structure and Role of the United Nations (~4-5 weeks) **Unit 3:** Human Rights Case Studies (~5-6 weeks) **Unit 4:** Exploring Global Challenges Through Research (~3-4 weeks)

Unit Number and Title:	**Unit 1:** The Holocaust, Human Behavior, and the Birth of the UN
Duration:	~4-5 weeks
Resource(s):	USC Shoah Foundation Survivor Testimonies USHMM Resources *UN Declaration of Human Rights* Access to Credible News Sources through and Historical Newspapers through Proquest ABC-Clio Databases: World Geography, Modern World History Gale Databases: World History in Context
Unit Overview:	This unit examines the causes and events of the Holocaust, exploring how human behaviors such as conformity, obedience, and prejudice contributed to widespread human rights abuses. Students will analyze the world's response to the Holocaust and how these events led to the creation of the United Nations and the Universal Declaration of Human Rights. Through historical and psychological lenses, students will consider the roots of atrocity and the foundations of international efforts to prevent future abuses.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* MW.His.1.f. Investigate the ways in which antisemitic beliefs and other discriminatory policies in Europe led to the persecution and murder of millions of Jews, as well as Roma, disabled people, LGBTQ+ individuals, and political prisoners during the Holocaust (e.g., Nuremberg Race Laws, Final Solution, Aktion T4). MW.His.9.a. Synthesize sources from the Holocaust to develop questions and explore the experiences of survivors, victims, resisters, collaborators, bystanders, and rescuers (e.g., survivor testimony, memoirs, government documents, museums exhibits, historical fiction, and film). MW.His.4.b.Analyze complex and interacting factors that influenced the perspectives about international laws and treaties in the Cold War era (e.g., United Nations, Geneva Conventions, North Atlantic Treaty Organization, Warsaw Pact, Nuclear Non-Proliferation Treaty).

	MW.His.4.c. Analyze the complex and interacting factors that led to genocide during different historical eras (e.g., Armenia, Uganda, Cambodia, Bosnia, Rwanda, Darfur). MW.His.5.b. Analyze how developments in multimedia shaped the perspectives of individuals and groups in the 20th century (e.g., comic books, communication technologies, film, propaganda, public service announcements, radio). MW.Civ.14.a. Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry MW.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. DIMENSION 2: Applying Disciplinary Concepts and Tools MW.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of modern world history content. DIMENSION 3: Evaluating Sources and Using Evidence MW.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources. DIMENSION 4: Communicating Conclusions and Taking Informed Action MW.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
Essential Question(s):	• What do events like the Holocaust show us about the patterns of human behavior that cause human rights abuses and inspire resistance, and how has the world responded to these challenges?

Enduring Understanding(s):	● Historical atrocities like the Holocaust expose patterns in human behavior that can lead to abuses and highlight the need for global protections. ● Patterns of human behavior—such as prejudice, conformity, and the bystander effect—contribute to both the perpetration and prevention of human rights abuses. ● The creation of the United Nations marked a turning point in international cooperation for peace, human rights, and development.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the causes and key events of the Holocaust. ○ historical anti-semitism ○ rise of the Nazi Regime ○ Nuremberg Race Laws ○ Kristallnacht ○ Final Solution ● the human behaviors that contribute to the perpetuation of and resistance to human rights abuses. ○ conformity ○ obedience ○ prejudice ○ dehumanization ○ bystander effect ○ resistance methods ● the international response preceding, during, and after the Holocaust. ○ immigration quotas ○ Nuremberg Trials ○ creation of the United Nations ○ creation of Israel ● the development of international law and definitions of terms to describe genocide, war crimes, and crimes against humanity. ● the historical context behind the creation of the United Nations (End of WWII, Failure of League of Nations).

	● the development and significance of legal frameworks for defining and prosecuting genocide and crimes against humanity. ○ the Nuremberg Trials ○ the Genocide Convention ○ the establishment of the International Criminal Court ● the main principles of the Universal Declaration of Human Rights (UDHR). **Skills:** (Students will be able to…) ● analyze primary and secondary sources (e.g., propaganda posters, survivor accounts) to identify causes and key events of the Holocaust. ● evaluate psychological and sociological findings (e.g., Milgram experiment, Pyramid of Hate) to explain how human behavior contributes to abuse and resistance. ● interpret and assess international policies, speeches, and trial transcripts to understand the global response to the Holocaust. ● summarize, compare, and apply the main principles of the Universal Declaration of Human Rights to historical and current events. ● engage in structured discussions using evidence to support positions on issues related to human rights and global cooperation.

Unit Number and Title:	**Unit 2:** Structure and Role of the United Nations
Duration:	~3-4 Weeks
Resource(s):	Access to Credible News Sources through and Historical Newspapers through Proquest ABC-Clio Databases: World Geography, Modern World History Gale Databases: World History in Context
Unit Overview:	This unit focuses on the organization and governance of the United Nations. Students will explore the main organs of the UN, such as the General Assembly, Security Council, and International Court of Justice, to analyze how each contributes to the functioning of the organization. Through case studies and data analysis, students will evaluate both the successes and ongoing challenges of the UN's work by critically examining how peacekeeping, development, and the defense of human rights are interconnected, and assessing the impact and limitations of the UN's response to abuses and its promotion of dignity and justice worldwide.
Learning Goals	
Standard(s):	Connecticut Elementary and Secondary Social Studies Standards MW.Civ.14.a. Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia). MW.Eco.14.a. Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation (League of Nations, United Nations, Organization of the Petroleum Exporting Countries, North Atlantic Treaty Organization, European Union, Asia-Pacific Economic Cooperation, International Court of Justice, Community of Latin American and Caribbean States). MW.Civ.12.a. Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism). MW.His.14.c. Analyze the multiple and complex causes and effects of national and global public health issues (e.g., HIV/AIDS, Ebola, reproductive health, addiction, climate change, nutrition,

	potable water, COVID pandemic). National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards DIMENSION 1: Developing Questions and Planning Inquiry MW.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. DIMENSION 2: Applying Disciplinary Concepts and Tools MW.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of modern world history content. DIMENSION 3: Evaluating Sources and Using Evidence MW.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). DIMENSION 4: Communicating Conclusions and Taking Informed Action MW.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).
Essential Question(s):	● How do the main organs and agencies of the United Nations work together to attempt to address global challenges and maintain international peace and security? ● To what extent has the United Nations advanced human rights and development, and what factors influence the success or failure of these efforts? ● What patterns can we identify in the causes, responses, and outcomes of major human rights events, and how can understanding these patterns inform future action by individuals, nations, and the international community?
Enduring Understanding(s):	● The structure and work of the UN demonstrate both the challenges and possibilities of addressing global issues through collective action.

Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	Content: (Students will know…) ● the main organs of the UN. ○ General Assembly ○ Security Council ○ International Court of Justice ● the roles and responsibilities of the main organs of the United Nations. ● the functions of key UN agencies. ○ UNICEF's work on child welfare ○ UNHCR's role in supporting refugees ○ WHO's role in global health ● the relationship between human rights and development. ○ how access to education and healthcare promotes human rights ● major UN initiatives aimed at improving living standards in developing countries. ○ global vaccination campaigns ○ clean water projects ● examples of progress, challenges, critiques, and measurement criteria in global development. ○ reduction in malaria deaths ○ persistent gender inequality ○ Human Development Index ● key historical advancements of the United Nations in promoting international peace, health, and human rights. ○ ending apartheid in South Africa ○ eradicating smallpox ○ advancing women's rights ● notable failures and shortcomings of the UN in resolving major global conflicts and humanitarian crises. ○ failure to stop the Srebrenica massacre, ○ inability to prevent the Darfur Genocide ○ limited response to the Syrian Civil War

	Skills: (Students will be able to…) ● distinguish between the main organs of the UN by analyzing their structure, membership, and decision-making processes. ● explain how the Security Council reaches decisions on peace and security, using real-world examples. ● predict potential challenges for the UN based on its design and structure. ● evaluate the success and failures of major UN initiatives aimed at improving human rights and global living standards using case studies and data. ● investigate and debate notable failures and shortcomings of the UN in resolving global conflicts and humanitarian crises by analyzing primary and secondary sources. ● draw conclusions about the social, political, and economic trends that help or hinder the advancement of global cooperation and human rights. ● engage in structured discussions and debates, using evidence to support positions on issues related to human rights and global cooperation.

Unit Number and Title:	**Unit 3:** Human Rights Case Studies
Duration:	~4-5 weeks
Resource(s):	USH Shoah Foundation Survivor Testimonies USHMM Resources Access to Credible News Sources through and Historical Newspapers through Proquest ABC-Clio Databases: World Geography, Modern World History Gale Databases: World History in Context
Unit Overview:	This unit immerses students in real-world human rights events, analyzing patterns in causes, responses, and outcomes. Through deep dives into specific case studies, students will evaluate the roles of the UN, nations, and the international community, and consider how lessons from these events inform current and future efforts to protect human rights.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* MW.Civ.14.a. Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia). MW.His.3.a. Develop questions about strategies used to promote and extend human rights and their significance in both historical and contemporary global contexts (e.g., litigation, lobbying, protests, social media, economic sanctions, diplomacy). MW.Eco.14.a. Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation (League of Nations, United Nations, Organization of the Petroleum Exporting Countries, North Atlantic Treaty Organization, European Union, Asia-Pacific Economic Cooperation, International Court of Justice, Community of Latin American and Caribbean States). MW.Civ.5.a. Analyze national and international responses to refugee crises sparked by natural disasters, war, and genocide (e.g., Ukraine, Syria, Rohingya, Somalia, Latin America).

	National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards DIMENSION 1: Developing Questions and Planning Inquiry MW.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. DIMENSION 2: Applying Disciplinary Concepts and Tools MW.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of modern world history content. DIMENSION 3: Evaluating Sources and Using Evidence MW.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed). DIMENSION 4: Communicating Conclusions and Taking Informed Action MW.Inq.4.e. Analyze the characteristics and causation of ongoing global problems, both past and present, using a multidisciplinary lens.
Essential Question(s):	● What patterns emerge in the causes, responses, and outcomes of major human rights events? ● How do the actions of the UN, nations, and the international community affect the protection of human rights? ● What can we learn from past human rights crises to prevent future abuses?
Enduring Understanding(s):	● Promoting human rights and improving living standards requires ongoing effort, collaboration, and adaptation to complex global realities. ● Patterns of human behavior—such as prejudice, conformity, and the bystander effect—contribute to both the perpetration and prevention of human rights abuses. ● Careful analysis of past human rights events reveals recurring causes and responses that can inform more effective prevention and intervention strategies. ● The actions (or inaction) of individuals, nations, and the international community play a critical role in either enabling or stopping human rights violations.
Learning Goal(s):	**Content:** (Students will know…)

Students will know and will be able to use their learning to: (Content/ Skills)	● significant human rights case studies and their historical and global contexts. ○ Cambodian Genocide ○ Rwandan Genocide ○ Bosnian Genocide and Srebrenica Massacre ○ Apartheid in South Africa ○ Sudanese Genocide ○ Syrian Refugee Crisis ○ Rohingya Crisis in Myanmar ● the role of various groups in responding to human rights abuses. ○ UN ○ ICC ○ nations ○ the international community ○ NGOs ● patterns in causes, responses, and outcomes of human rights crises. ● the impact of legal frameworks, international laws, and treaties on human rights protections. ● successes, limitations, and failures of international intervention. **Skills:** (Students will be able to…) ● analyze and compare primary and secondary sources related to human rights events. ● identify and explain patterns in causes, responses, and outcomes of case studies. ● evaluate the effectiveness of international responses using evidence. ● synthesize information to draw conclusions about best practices and challenges in human rights protection. ● summarize, compare, and apply the main principles of the Universal Declaration of Human Rights to historical and current events. ● analyze and evaluate case studies of Human Rights in conflict zones to identify patterns. ● present findings through writing, discussion, or multimedia projects.

Unit Number and Title:	**Unit 4:** Exploring Global Challenges Through Research
Duration:	~3-4 weeks
Resource(s):	USH Shoah Foundation Survivor Testimonies USHMM Resources Access to Credible News Sources through and Historical Newspapers through Proquest ABC-Clio Databases: World Geography, Modern World History Gale Databases: World History in Context
Unit Overview:	In the final unit, students will apply their knowledge and skills by selecting a relevant topic related to the United Nations, human rights, or global development. They will conduct independent or group research, synthesize information from credible sources, and create presentations or advocacy campaigns. This unit emphasizes critical thinking, effective communication, and personal reflection on global citizenship and the impact of international organizations.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* MW.Civ.12.a. Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism). MW.Civ.5.a. Analyze national and international responses to refugee crises sparked by natural disasters, war, and genocide (e.g., Ukraine, Syria, Rohingya, Somalia, Latin America). MW.Eco.8.a. Describe an international economic policy in terms of intended and unintended market outcomes (e.g., sanctions, free trade agreements, tariffs). MW.Civ.5.b. Evaluate the role of various media platforms such as television, newspapers, and social media in shaping reactions to events (e.g., Vietnam War, Tiananmen Square, fall of the Berlin Wall, Arab Spring, Russo-Ukrainian War, 2016 and 2020 U.S. Presidential Elections). MW.Civ.14.a. Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia).

	National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards DIMENSION 1: Developing Questions and Planning Inquiry MW.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. DIMENSION 2: Applying Disciplinary Concepts and Tools MW.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of modern world history content. DIMENSION 3: Evaluating Sources and Using Evidence MW.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources. MW.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). DIMENSION 4: Communicating Conclusions and Taking Informed Action MW.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about modern world history topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.
Essential Question(s):	● How can understanding both the achievements and limitations of the UN inspire more effective international cooperation and advocacy? ● What responsibilities do individuals and nations have in preventing human rights abuses and promoting global well-being in an interconnected world?
Enduring Understanding(s):	● Individuals and nations share responsibility in preventing abuses and promoting justice, equity, and well-being for all people. ● Understanding the successes and limitations of the UN informs responsible global citizenship and inspires future action.
Learning Goal(s):	**Content:** (Students will know…)

Students will know and will be able to use their learning to: (Content/ Skills)	● the historical context of a case study of their choice. ● the key events and impact of a case study of their choice. ● The connection between their event and the Universal Declaration of Human Rights. ● the role of the international community in attempting to advance human rights in a case study of their choice. ● the factors that contributed to the success or failure of the international community's efforts to advance human rights in a case study of their choice. **Skills:** (Students will be able to…) ● apply and integrate previous learning to draw conclusions about the case study of their choice. ● select a relevant and focused research topic related to the United Nations, human rights, or global development. ● conduct effective research using credible primary and secondary sources. ● organize and synthesize information from multiple sources to support a clear thesis or argument. ● develop effective presentations or advocacy campaigns. ○ clear messaging ○ visual aids ○ audience engagement ● evaluate the impact of UN actions or policies on real-world issues. ● reflect on personal learning and growth related to global citizenship and social responsibility. ● assess the effectiveness of UN actions by examining different perspectives and outcomes in international crises.