
Daily

file

6/17



ERVK

The Eleanor Roosevelt Center at Val-Kill



TEACHERS' WORKSHOP 2000

TEACHING HUMAN RIGHTS IN THE NEW MILLENNIUM

JUNE 27-28, 2000

THE ELEANOR ROOSEVELT CENTER AT VAL-KILL

*"Will people ever
be wise enough
to refuse...
to take away
the freedom
of others?"*

Eleanor Roosevelt



Eleanor Roosevelt regarded the Universal Declaration of Human Rights as her greatest accomplishment.

SOURCEBOOK COMPILED BY ANN PINNA

TABLE OF CONTENTS



- A. Welcome Letter
 - B. Teachers' Workshop List of Topics
-

1. Background & Introduction to the Universal Declaration of Human Rights
2. The Eleanor Roosevelt Center at Val-Kill Programs
3. Human Rights Education / The United Nations Decade for Human Rights Education (1995-2004)
4. Goals for a Human Rights Education
5. Reardon Model for Human Rights Education/ Key Human Rights Terms
6. What are the 3 Parts of the International Bill of Human Rights?/ What is the Universal Declaration of Human Rights?/ What are Covenants?
7. What is the Difference Between Civil & Political Rights and Economic, Social, and Cultural rights?
8. What is the Human Rights Commission of the United Nations?/ What Happens If There Are Human Rights Abuses?
9. If There Are Human Rights Abuses, What Governmental Machinery Can Be Employed?/ The Role of NGO's
10. Questions & Answers about the Universal Declaration of Human Rights.
11. What Role Does the United Nations Play in Promoting Human Rights?
12. The Universal Declaration of Human Rights Document--Original and Plain Language Version
13. How the Universal Declaration of Human Rights Came to Be Written
14. Eleanor Roosevelt and Human Rights
15. Historical Background: A Human Rights Timeline
16. Education Materials: Questions for Discussion or Journal Writing/ Lesson Plans/ Cooperative Learning Group Activities/ Projects/ Simulations & Role Playing/ Activities
17. Bibliography - Human Rights Sources for More Information
18. Human Rights Education Curriculum by Grade Level: Overview Prepared by the University of Minnesota
19. Suggested Human Rights Films and Literature
20. The Internet - Websites Concerned with Human Rights and Human Rights Education
21. Human Rights Organizations & More Sources for Information and Teaching Materials
22. Addendum: Human Rights Quotes/ Human Rights Cartoons



Eleanor Roosevelt Center At Val-Kill

ERVK, P.O. Box 255, Hyde Park, NY 12538

Tel: 914/229-5302 Fax: 914/229-0742 E-mail: ervkill@aol.com <http://www.ervk.org>

Universal Declaration of Human Rights
An Unfinished Agenda for the New Millennium

June 27, 2000

Participants

Teachers' Workshop 2000: *Teaching Human Rights in the New Millennium*

Board of Directors

M. Glen Johnson
President
Reginetta Haboucha
Vice President
James F. Passikoff
Treasurer
Birley M. Handal
Secretary

Hazel B. Barcher
Hilda Black
Roland Butts
Angela Cabrera
Glenn S. Clarke
Gladys L. Cooper
Moris Kearns Goodwin
Mary Lou Heissenbuttel
Margaret A. King
Cynthia M. Koch
Patricia Duane Lichtenberg
Norman C. Massie
Edith P. Mayo
Sarah Olson, NPS
Ann Pinna
William E. Scheuerman
Elayne Seaman
Lisa Semple
Athleen Tener Smith
Frances P. Taft
Benjamin Walker, Jr.
Margaret Zamierowski
Herbert Zohn

Daniel A. Strasser
Executive Director

The Eleanor Roosevelt Center at Val-Kill (ERVK) welcomes you to our two-day seminar on human rights. Our first such event was a workshop held in 1998 to help commemorate the 50th Anniversary of the Universal Declaration of Human Rights. We at ERVK believe that we must go beyond commemoration to a continuing commitment to human rights education. Thus, we decided to hold yet another teachers' workshop this year to offer teachers an additional opportunity to discuss human rights education within the walls of Val-Kill, the home of the individual who made the Declaration possible, Eleanor Roosevelt.

We hope that, inspired by Mrs. Roosevelt's accomplishment and example, you as teachers will take the discussions and the materials provided at this workshop back into your classrooms in September and spread the word to your students and fellow teachers on the importance of human rights. We hope that schools will seek to study and confront the prevailing human rights issues in today's world. Such abuses range from bigotry and poverty at home, to the abuse of women and children around the world, and also include problems of censorship, political prisoners, the murder of human rights defenders and even continuing instances of such extreme human rights violations as genocide, torture and slavery. Furthermore, intolerance based on "us vs. them" thinking has often been the source of school violence in our own country. These problems constitute the "unfinished agenda" of human rights.

This workshop would not have been possible without the dedication of Ann Pinna. Ann was assisted by a volunteer sub-committee: Linda Bouchey, Anna May Filor, Henrietta Mountz, John Pinna, Bernice Regunberg, Elayne Seaman, Rocco Staino, Helen Klein, and Joy Fishman. Additional thanks are due to Harold Seaman for his assistance in scheduling our workshop. Thanks also go to Jessica Cooper, intern from Marist College and to Josef Mintz, intern from Vassar College. Additional credit must be given to the ERVK office staff. We are also particularly grateful for those who have volunteered to lead the individual workshop sessions. We hope that you find this workshop and the chance to interact with others in an informal setting both useful and enjoyable.

Sincerely,



Daniel A. Strasser
Executive Director

The Eleanor Roosevelt Center at Val-Kill is dedicated to preserving Mrs. Roosevelt's home as a living memorial and a center for dialogue and change through programs related to her humanitarian concerns.



List of Topics for ERVK Teachers' Workshop 2000: June 27 & 28, 2000
Day #1: Tuesday June 27th - *International* Emphasis

Keynote Address - "Background and History of Human Rights"

Felice Gaer - Director, Jacob Blaustein Institute for the Advancement of Human Rights

"Eleanor Roosevelt, the United Nations, and The Universal Declaration of Human Rights"

Dr. Glen Johnson - Professor of Political Science, Author, Vassar College;
President, ERVK Board of Directors

"Crisis in Kosovo/Kosova and Its Aftermath"

Dr. Ted Orlin - Attorney; Author; Professor, Utica College of Syracuse University

"Children's Rights"

Elaine Furniss - UNICEF, Education and Programs Division

"The Meaning, Significance and Application of the UDHR and Its Articles"

Jaqueline Nzoyihera, Representative from the United Nations

"Women's Rights"

Dr. JoAnn Myers - Head of Women's Studies, Marist College

"Practical Methods for Teaching and Promoting Human Rights" (Presentation and Discussion)

Karen Robinson, Amnesty International, New York City

Day #2 - Wednesday, June 28 - *Local/Community* Emphasis

"Developing a Human Rights Pedagogy that Connects Students with Community Groups"

Loretta Ross - Director, Center for Human Rights Education, Atlanta Georgia

"Human Rights in Small Places, Close to Home"

Panel Discussion:

Marilyn Vetrano - Moderator; Director Dutchess County Human Rights Commission

Lateef Islam - Director, Family Partnership Center, Poughkeepsie

Velma Delgado - Catherine Street Center, Poughkeepsie

Barbara Lindsey - Manager, Brookhaven for Grace Smith House

"Eleanor Roosevelt and Human Rights"

Dr. Allida Black - Project Director and Editor, The Eleanor Roosevelt Papers;
Assistant Professor of History, George Washington University

"Strategies for Dealing with Bias in the Classroom"

Gwen Higgins - Youth Against Racism Coordinator, Spackenkill High School, Poughkeepsie

"For Whom Do We Act? Why and When?"

Peter Nelson - Director, Facing History and Ourselves, New York City

"Kids, Human Rights and Violence in the Schools"

Panel Discussion:

Ted Peterson - Moderator - Principle, Poughkeepsie High School;
Member, Gov. Pataki's Task Force on School Violence

Officer Ken Roman - DARE Program, Town of Poughkeepsie Police

Trooper Lutz - Programs for School and Community, New York State Police

June Ellen Notaro - Committee on School Safety, Dutchess County Youth Bureau

Vic Civitillo, Esq. - Dutchess County Senior Assistant Attorney



THE ELEANOR ROOSEVELT CENTER AT VAL-KILL

[www.ervk.org]

Programs

[Programs](#) || [History](#) || [News](#) || [Related](#) || [Friends](#) || [Board](#) || [Funding](#) || [Gifts](#)

Below are the programs undertaken by ERVK. You can learn more about each program by clicking on its title. You can also learn more about the organization itself by going to our [History](#) section.

THE ELEANOR ROOSEVELT CENTER AT VAL-KILL PROGRAM INITIATIVES - 2000

INTRODUCTION

Hallmarks of ERVK's first phase were pioneering acclaimed programs which facilitated regional action in the Mid-Hudson Valley on several of the challenging social issues that were of concern to Mrs. Roosevelt. These focused on promoting interracial understanding, youth development and the historical interpretation of Val-Kill. Now in its 23rd year, and strengthened by growing interest locally, nationally and globally in the plight of the underprivileged and the oppressed and guided by Mrs. Roosevelt's enduring legacy, ERVK has moved into expanded program initiatives supported by a growing staff.

Eleanor Roosevelt Val-Kill Medal Award Ceremony:

ERVK's most important event each year is the Eleanor Roosevelt Val-Kill Medal Ceremony. The medal is given to individuals who have made a significant contribution to society in such fields as the arts, education, citizenship, philanthropy, community services and other humanitarian concerns that reflect Mrs. Roosevelt's ideals. The award ceremony draws major attendance and national media interest. It focuses on important, relevant themes reflective of ERVK's other programs. In its 12th year, the 1999 Medal Ceremony continued to recognize those who live in Mrs. Roosevelt's spirit and serve as role models for the larger community, thus setting a standard for community values. Medalists for 1999 and past years are listed separately. Our theme in 1999 was Mrs. Roosevelt's statement, "You must do the thing you think you cannot do." Preparations are underway for the October 29, 2000 Medal Ceremony.

50TH ANNIVERSARY OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

In 1998, ERVK worked with a National Coordinating Committee of 125 nonprofit/ non-governmental organizations, under the leadership of the Franklin and Eleanor Roosevelt Institute, which came together to celebrate the 50th anniversary of the Universal Declaration of Human Rights. The Declaration is a document promulgated by the United Nations Human Rights Commission under Eleanor Roosevelt's chairmanship and strong leadership and approved by the UN General Assembly on December 10, 1948. In 1998, ERVK applied for and was granted status as a Non-Governmental Organization (NGO) in association with the UN's Department of Public Information. It also conducted several UDHR-based programs both locally in Dutchess County, New York, and nationally in New York City, Boston and Washington, D.C.

ERVK continued UDHR programming in 1999 and the year 2,000, taking celebration of the 50th Anniversary of the
<http://www.ervk.org/Programs.html> 5/30/00

Universal Declaration of Human Rights (UDHR50) beyond a simple anniversary date to a program defining goals for the new millennium.

SPECIAL PROGRAMS RELATED SPECIFICALLY TO UDHR50:

The Eleanor Roosevelt Lectures:

Human Rights; The Unfinished Agenda:

ERVK is sponsoring a national lecture series on human rights at college and university campuses. The series was the inspiration of and is dedicated to Estelle Linzer, former ERVK board member and president, who worked for a decade with Mrs. Roosevelt at the American Association for the United Nations. Five lectures were presented between October 1998 and November 1999, focusing on: Torture, Cruel and Inhuman Punishment; Genocide in the 1990s; Social and Economic Rights; the Rights of the Child; and Gender Equality. In Fall 2000, lectures are planned on Freedom of Opinion and Expression; and Political and Civil Rights and a lecture on Racial Equality is planned for Spring 2001.. The program has been supported by grants from the Carnegie Corporation, the Kaplan Foundation and the Marjorie Kovler Fund.

Outstanding national and international public figures-- First Lady Hillary Rodham Clinton, Nobel Peace Prize Winner and former Costa Rican President Oscar Arias, former US Ambassador to the United Nations in Geneva Morris B. Abram; the First War Crimes Prosecutor for the Former Yugoslavia and Rwanda, Justice Richard Goldstone of South Africa; and leading feminist Gloria Steinem--have delivered the individual lectures. Panels of experts, both practitioners and academics respond to and discuss each lecture. The public is invited to question and discuss these themes. A final conclave of lecturers and panelists at Val-Kill is planned in Summer 2001 as the final event of the series. The entire lecture series will be published in a volume to be released in December 2001, to contribute toward rededicating the UDHR as a standard of human rights achievement for the new millennium.

The individual lectures take place at major university and college campuses around the country which relate to Mrs. Roosevelt's history, values and interests. The colleges which have already hosted lectures include Brandeis University, Waltham, Massachusetts; Georgetown University, Washington, D.C.; Hunter College, City University of New York; Marist College, Poughkeepsie, N.Y.; and Spelman College, Atlanta, Georgia. Future lectures are planned for; Vassar College, Poughkeepsie, N.Y.; Eleanor Roosevelt College, University of California San Diego, California; and Roosevelt University, Chicago, Illinois.

Summer Teachers Workshop "Teaching Human Rights":

ERVK is planning another human rights education training program for high school and middle school teachers from New York's Mid-Hudson region in the year 2000, similar to the program conducted in Summer 1998. The teachers are provided with ample written materials, participate in discussion sessions on human rights topics led by college and high school faculty and community experts, and share ideas on use of the Internet and classroom techniques. Additional materials for teachers are made available in a Human Rights Resource Center maintained at ERVK's Stone Cottage. The year 2000 workshop will focus on the need to respect the dignity of every human being and to eliminate the causes of violence in our schools and communities.

Human Rights and Welfare Monitoring Program:

In January, 1997 ERVK testified before the New York State Assembly on the impact of welfare reform on children. In 1998, ERVK instituted a welfare reform monitoring program examining human rights issues emerging from transition from welfare-to-work. The monitoring effort is a collaboration between ERVK, some 25 human service agencies and over 30 monitors in Dutchess County, N.Y. ERVK presented three reports to the Dutchess County Legislature, the Dutchess County Department of Social Services (DSS), the media and the community detailing violations affecting children, immigrants, and DSS caseworker client relationships but also noting positive developments. In the year 2000, the program plans an ambitious monitoring program, including collaborative investigative work with Social Work students from Marist College, and a New York state-wide conference on welfare reform.

Girls' Leadership Workshop (GLW):

Promoting women's empowerment nationally and now internationally, ERVK's Girls' Leadership Workshop (GLW) successfully completed its third session the summer. In 1997, ERVK chose as its highest priority developing a leadership training program for high school-aged girls, focusing on Eleanor Roosevelt as a role model. The GLW has been highly successful in contributing toward developing self-esteem, confidence, self-definition, and leadership skills as well as social consciousness and commitment to citizenship in the participants. ERVK hopes it will serve as a model for such training in this country and abroad. ERVK offers this program annually and plans to conduct two 9-day sessions per year. Year 2000 dates for the first session are July 8-16. Tentative dates for second session are August 12-20. (Application form here.) The program has been supported in its early years by generous grants from the Avon Products Foundation, the Dyson Foundation, Time-Warner, the Gaea Foundation, The American Association of University Women, Partners of the Americas and numerous individual donations in memory of Esther Peterson and Estelle Linzer. A grant from Texaco has been received for the year 2000 program.

Initiative on Race Relations:

ERVK completed a successful Enhancing Racial Harmony program which had begun in 1988 and was active over a four-year period. Also, ERVK innovated and sponsored the Youth Against Racism (YAR) Program in Dutchess County, a program in the high schools, which continues today under the direction of the YWCA of Dutchess County. In his acceptance speech at the 1997 Medal Awards Ceremony, recipient Hollis Shaw referred to ERH and challenged ERVK once again to address the problem of racism. In response, an ERVK Race Relations Committee was formed which has formulated a 5-year plan focusing initially on the theme of "Economic Opportunity in a Culturally Diverse Community." This theme was the centerpiece of a day-long National Issues Forum held at and cosponsored by Dutchess Community College (with support from the Poughkeepsie Journal and the Gilespe Forum) in May and attended by approximately 150 interested citizens and leaders. Four task forces have been formed by the Race Relations Committee to address issues raised at the forum. The task forces began their work in the summer of 1999 and will increase efforts in 2000.

OTHER ERVK PROGRAMS

Eleanor Roosevelt Elderhostel:

Dedicated to its educational role and in response to high interest in this program, ERVK has developed its own unique Elderhostel programs on "Eleanor Roosevelt: Her Life and Works." This is the most popular Elderhostel program in New York State and the only one exclusively focused on the Roosevelt legacy. ERVK's faculty, drawn from Eleanor Roosevelt scholars from major colleges and those who worked with or knew Mrs. Roosevelt, teaches the one-week program twice a year, each for approximately 35 senior citizens. ERVK developed two new formats for additional weeks of Elderhostel programming introduced in 1998, one on "Eleanor and Franklin D. Roosevelt, a Splendid Partnership" and one on the Universal Declaration of Human Rights. ERVK will continue to offer a total of four full weeks of Elderhostel programs at Val-Kill and is exploring carrying out a new Elderhostel program combining Val-Kill and the United Nations in New York City. One week program dates for 2000 begin with Sunday arrivals on April 2, April 9, November 5 and November 12. You may apply for Spring 2000 programs at <http://www.elderhostel.org>

Friends Committee Of ERVK:

The Friends Committee of ERVK, consisting of volunteer supporters, conducts four seasonal programs at Val-Kill, including a Spring Brunch, a July Welcome for New Citizens, a Fall Eleanor Roosevelt Birthday Celebration, and a December Candlelight Ceremony. These programs help bring ERVK into closer contact with the local community in celebrating the spirit of each season. The Friends also volunteer as docents each weekend at Stone Cottage from May through October.

Mid-Hudson Children's Museum

Program:

ERVK has been pleased to assist the Mid-Hudson Children's Museum with programs at the Museum and at Stone Cottage to introduce Eleanor Roosevelt to children as a relevant role model and heroine.

Beijing Women's Conference Follow-up:

ERVK continues to collaborate with and support efforts by the Women's Action Coalition, a women's network in Dutchess County. The coalition works to advance a local agenda dedicated to the goals of the Fourth World Conference on Women, held in Beijing in 1995. The Women's Action Coalition has held a series of subject-specific meetings to promote this agenda.

Human Rights Roundtable:

ERVK joined and works with the Human Rights Roundtable of Dutchess County, an umbrella group of human rights, religious, women's and other organizations concerned with promoting cultural diversity and opposing bigotry and racism. The Dutchess County Human Rights Commission staff participates actively in ERVK programs and circulates materials to Roundtable members.

Partners Of The Americas:

ERVK belongs to and supports the Partners of the Americas program that links locales in the U.S. with those in Latin America and the Caribbean. Dutchess County has such a relationship with the island nation of Dominica since 1978. Dominicans trained in hospitality and tourism at the Culinary Institute of America. A DARE drug awareness and prevention program was begun. Disaster relief and forestry projects were fostered. More recently, the Partners of the Americas has sponsored the participation of three high-school girls from Dominica in ERVK's Girls' Leadership Workshop. In addition to taking part in the workshop, the Dominica students visited educational, cultural and business institutions in Dutchess County. The president of the Dominica Partners visited Dutchess County in 1998 and the president of the Dutchess County Partners visited Dominica in 1999. Several Dutchess County Partners have visited Dominica to participate in programs there focusing on women and violence issues and leadership development. Partnership members attended regional meetings in Guyana and the Partners International Convention in Washington, D.C. Several exchange programs are planned for 2000.

Hudson Valley Environmental

Rights Coalition:

ERVK cosponsored, with Hudson River Valley and national environmental and human rights groups, an environmental rights conference on November 13 and 14, 1998. The conference was held at the State University at New Paltz and at the Mohonk Mountain House. The groups that planned the conference have formed a coalition that seeks to continue to work in the area of environmental justice and to outreach to inner city and minority communities. Clean and accessible water for safe consumption and recreation has been the theme of recent efforts.

Enhancing Racial Harmony (ERH)

Responding to heightened interracial tensions locally following the Tawana Brawley case in 1988, ERVK co-sponsored a ground-breaking electronic town meeting which brought out public concerns about institutionalized racial and ethnic attitudes. A series of "focus groups" were created to promote dialogue in areas of education, housing, employment, criminal justice and media. The program operated for four years. ERVK currently is a member of the Dutchess County Human Rights Roundtable, through which it promotes similar programs.

Concluded Programs and Past Programs:

FDR Memorial Dedication

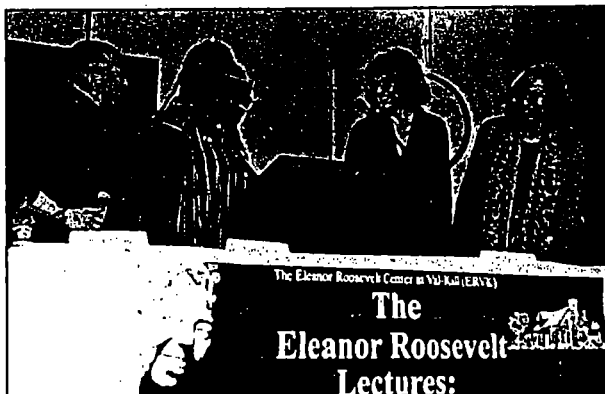
ERVK conducted two programs in Washington in early May to participate in the dedication of the new FDR Memorial in Washington, D.C. The Memorial contains a statute of Eleanor Roosevelt focusing on her role at the United Nations. ERVK hosted a joint reception with the Embassy of the Republic of Mali for over 200 guests, dedicating a plaque at the residence of the Malian Ambassador noting it had been the home of Eleanor Roosevelt and FDR from 1916-20. ERVK also held a public film showing of "The Eleanor Roosevelt Story," an award-winning biographical documentary at the auditorium of the Department of the Interior.

Youth Against Racism (YAR)

Inspired by results of an earlier program called "Children of War," which brought to Val-Kill youth from both sides of international ethnic, religious and cultural conflicts, ERVK founded the YAR program in 1989 in Dutchess County to provide an opportunity for youths to examine racism in their daily lives and to become empowered to act against it. The program is ongoing, under the direct coordination of the YWCA, and operates in most of the high schools in the county.

Prepared by:

Daniel A. Strasser, ERVK Executive Director



Pearl Cleage, Loretta Ross, Ms. Steinem & Dr. Guy-Sheftall at conclusion of lecture at Spelman College on "Gender Equality."



Before delivering Lecture at Hunter College on the "Economic and Social Rights" Oscar Arias greets UN Secretary-General Kofi Annan (third from left) Credit: UN/DPI Photo by Evan Schneider

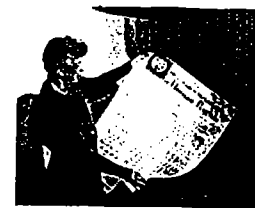


Medalists Martha Settle Putney and Johnnetta B. Cole in Stone Cottage in front of a photo of Eleanor Roosevelt with Mary McLeod Bethune. Photo K. McLaughlin



GLW meets with State Assemblywoman Joan Christensen, chair of the Women's Task Force.

BACKGROUND AND INTRODUCTION: THE UNIVERSAL DECLARATION OF HUMAN RIGHTS



WHAT IS THE DECLARATION OF HUMAN RIGHTS AND WHY IS IT IMPORTANT TO CELEBRATE IT?

The Universal Declaration of Human Rights is an historical and respected document that lists the rights and principles by which all human beings deserve to live. It declares that all persons of all nations, regardless of their race, religion, creed, color, etc., deserve to have dignity. The Universal Declaration of Human Rights is respected world-wide. Most of the 130 nations which have come into existence since 1948 have been inspired by this document and have incorporated its principles into their constitutions and legal systems.

The Universal Declaration of Human Rights stands proudly as the only truly universal standard of human rights and it is the premier standard against which human rights performance in all countries throughout the world has been measured. However, the Universal Declaration of Human Rights is a moral standard, not enforceable in a court of law. It does not have the binding legal power of a treaty and it is at the discretion of each country to choose to adopt the rights and principles listed in the document. Two covenants with legal binding power have been established, but many nations have either not ratified them or have adopted them with detailed reservations. Because of poor economic conditions or controversial legal and political systems, many nations cannot or will not deliver many of the rights listed in the UDHR. However, for all people of all nations it still stands as the ideal for which everyone strives and hopes someday to attain.

WHAT ROLE DID ELEANOR ROOSEVELT PLAY IN THE FORMULATION OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS?

The Universal Declaration of Human Rights came into existence as a result of the efforts of Eleanor Roosevelt who chaired the Commission on Human Rights in the United Nations. Formulation of the document occurred largely in response to WWII and the atrocities suffered under Hitler and the Nazi regime (1933-45). People throughout the world clamored for a definitive list of rights that would be written down for all the world to see and adhere to. After two years of tireless work, numerous debates and several revisions, the 56 nations in the United Nations General Assembly unanimously approved the Universal Declaration of Human Rights document on December 10, 1948 at 3:00 a.m. in Paris, France. Eleanor Roosevelt considered it her greatest achievement and a document which proclaims the dignity of men and women everywhere.

WHAT IS THE ELEANOR ROOSEVELT CENTER AT VAL-KILL (ERVK) AND WHAT DOES IT DO TO TEACH AND DISSEMINATE HUMAN RIGHTS INFORMATION?

The Eleanor Roosevelt Center at Val-Kill (ERVK) is a non-governmental, non-profit organization that operates from the home of Mrs. Roosevelt at Val-Kill, Hyde Park, New York. Its primary mission is "to preserve Eleanor Roosevelt's home as a vibrant, living memorial, a center for the exchange of significant ideas and a catalyst for change and for the betterment of the human condition." It conducts programs designed to promote Mrs. Roosevelt's legacy in areas of concern to her, including human rights.



ERVK has been working with a number of institutions concerned with human rights. A loose coordination structure exists, Internet World-Wide Websites have been established and newsletters are produced.

ERVK has been engaged in promoting human rights through programs focusing on racial harmony, women's and children's rights and empowerment, community involvement and concern about victims of wars. It has also supported the work of the United Nations to promote greater international understanding and respect for human rights. ERVK is a non-governmental organizational (NGO) associated with the UN's Department of Public Information. Every year, it awards the Eleanor Roosevelt Val-Kill Medal to those who make contributions to society reflecting Mrs. Roosevelt's humanitarian concerns.



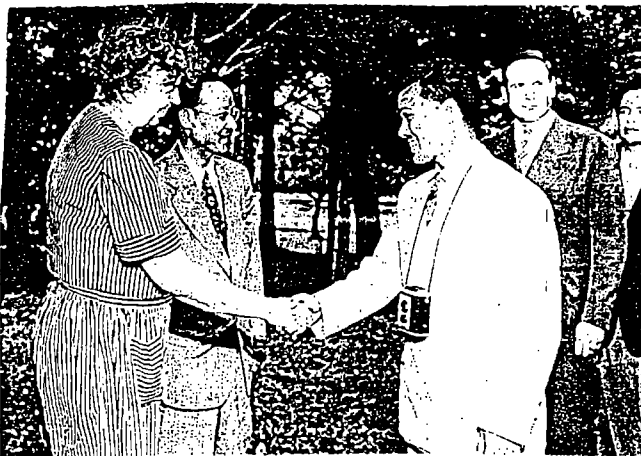


Eleanor Roosevelt and a Heart Fund Child - 1962



Eleanor Roosevelt visiting a camp for Jewish emigres
for Israel in Campores, France 3/13/1955

HUMAN RIGHTS AND HUMAN RIGHTS EDUCATION



Eleanor Roosevelt hosting a UNESCO visit, Hyde Park, NY 7/00/1948



Eleanor Roosevelt and Wiltwyck boys at Val-Kill
in Hyde Park, NY 1947

WHY HUMAN RIGHTS EDUCATION ?



Human Rights Education:

- asserts responsibility and gives empowerment to respect, protect, and promote the rights of all people
- promotes democratic principles by examining human rights issues without bias and from diverse perspectives
- encourages the communication skills and informed critical thinking essential to a democracy
- provides multicultural and historical perspectives on the universal struggle for justice and dignity
- engages the heart as well as the mind by challenging students to ask what human rights mean to them personally. It encourages students to translate caring into informed, non violent action and to become agents for social change.
- affirms the interdependence of the human family by promoting understanding of the complex global forces that create abuses, as well as the ways in which abuses can be abolished and avoided.

Adapted from Human Rights Educators' Network
Amnesty International USA, January 1991

THE UNITED NATIONS DECADE FOR HUMAN RIGHTS EDUCATION (1995 - 2004)

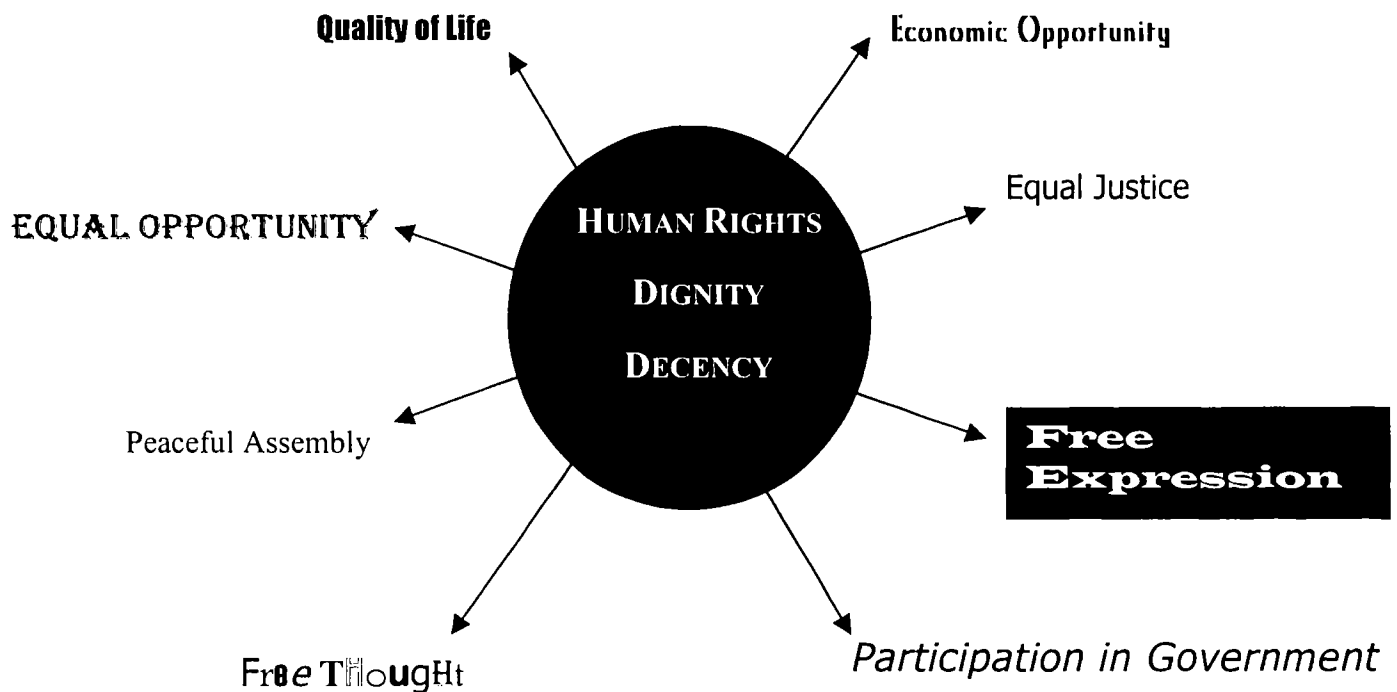
The United Nations Decade for Human Rights Education (1995 - 2004) has defined Human Rights Education as "training, dissemination, and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes which are directed to:

1. ...strengthening of respect for human rights and fundamental freedoms
2. ...promotion of understanding, respect, gender equality, and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups
3. ...enabling of all persons to participate effectively in a free society
4. ...furtherance of the activities of the United Nations for the Maintenance of Peace



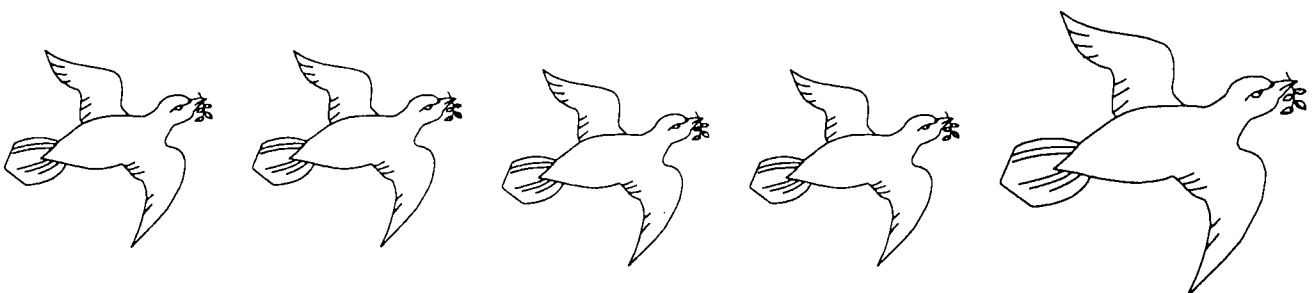
During this Decade, the United Nations is urging and supporting all member states to *make knowledge about human rights available to everyone* through both the formal school system and through popular and adult education. *Education in human rights is itself a fundamental human right and also a responsibility.* The Preamble to the Universal Declaration of Human Rights (UDHR) exhorts "every individual and every organ of society" to "*strive by teaching and education to promote respect for these rights and freedoms.*" The International covenant of Civil and Political Rights (ICCPR) declares that a government "*may not stand in the way of people learning about [their rights].*"

Human Rights



These rights are inter-related and interconnected. A synergy exists among them. Human rights contribute to the basic dignity and decency of the human being—the fundamental innate worth of a person regardless of race, color, creed, etc.

The goal of a good society is to guarantee and ensure that each individual is given all the rights which will enable him to develop and express himself fully. In turn, it is the responsibility of the individual to respect the dignity and rights of others and to make positive and responsible contribution to the local, national, and global community.

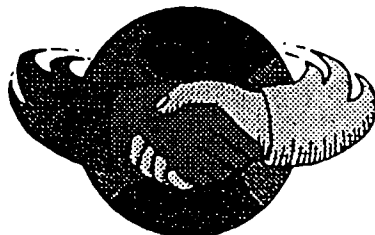
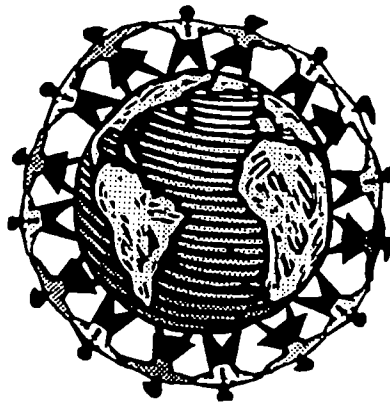
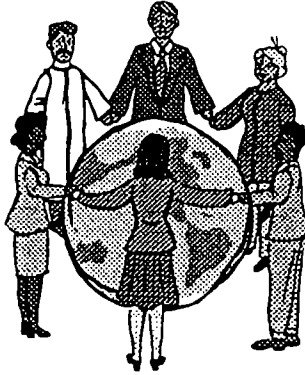




GOALS OF A HUMAN RIGHTS EDUCATION

People working together to bring about human rights, justice, dignity, and peace to all human beings...

- understanding
- tolerance
- empathy
- compassion
- solidarity
- universality
- indivisibility
- friendship
- honor
- integrity
- dignity
- justice
- symbiosis
- synergy
- strength
- honor
- character
- values



- ethics
- nobility
- respect
- diversity/multicultures
- interdependence
- cooperation
- citizenship
- democracy
- accountability
- protection
- security
- empowerment
- participation
- enjoyment
- self-esteem
- hope
- peace
- love



DEVELOPMENTAL AND CONCEPTUAL FRAMEWORK FOR HUMAN RIGHTS EDUCATION

LEVELS	GOALS	KEY CONCEPTS	PRACTICES	SPECIFIC HUMAN RIGHTS PROBLEMS	EDUCATION STANDARDS & INSTRUMENTS
Early Childhood • Preschool & lower Primary school • Ages 3 to 7	• Respect for self • Respect for parents and teachers • Respect for others	• Self • Community • Responsibility	• Fairness • Self-expression • Listening	• Racism • Sexism • Unfairness • Hurting People (feeling, physically)	• Classroom rules • Family life • Community standards • Convention on the Rights of the Child
Later Childhood • Upper primary school • Ages 8 to 11	• Social Responsibility • Citizenship • Distinguishing wants from needs from rights	• Individual rights • Group rights • Freedom • Equality • Justice • Rule of law • Government • Security • Democracy	• Valuing diversity • Fairness • Distinguishing between fact and opinion • Performing school or community service • Civic participation	• Discrimination/prejudice • Poverty/Hunger • Injustice • Ethnocentrism • Passivity	• UDHR • History of human rights • Local, national legal systems • Local and national history in human rights terms • UNESCO, UNICEF
Adolescence • Lower secondary school • Ages 12 to 14	• Knowledge of specific human rights	• International law • World Peace • World Development • World Political Economy • World Ecology • Legal Rights • Moral Rights	• Understanding other points of view • Citing evidence in support of ideas • Doing research/ gathering information • Sharing information • Community service and action	• Ignorance • Apathy • Cynicism • Political repression • Colonialism/imperialism • Economic globalization • Environmental degradation	• UN Covenants • Elimination of racism • Elimination of sexism • Regional human rights conventions • UNHCR • NGOs
Older Adolescents and Adults • Upper secondary school and adult groups • Ages 15 and up	• Knowledge of human rights standards • Integration of human rights into personal awareness and behaviors	• Moral inclusion/ exclusion • Moral responsibility/ literacy	• Participation in civic organizations • Fulfilling civic responsibilities • Civic disobedience • Community services and action	• Genocide • Torture	• Geneva Conventions • Specialized conventions • Evolving human rights standards

Adapted from the United Nations Document, *Guidelines for National Plans of Action for Human Rights Education*.

Reardon Model of Human Rights Education

DEVELOPMENTAL/CONCEPTUAL FRAMEWORK

EARLY CHILDHOOD	MIDDLE CHILDHOOD	EARLY ADOLESCENCE	ADOLESCENCE
GRADES K-3 rules order respect fairness diversity equality personal responsibility classroom rules Declaration of the Rights of the Child inequality unfairness harm	GRADES 4-6 citizenship community freedom charter constitution law declaration social responsibility community standards Declaration of Independence African Freedom Charter U.S. Bill of Rights Universal Declaration of Human Rights Convention on the Rights of the Child prejudice discrimination poverty injustice	GRADES 7-9 justice equality equity conventions covenants global responsibility Regional Human Rights Conventions U.N. Covenants & Conventions: Elimination of Racism; Discrimination against Women; Civil, Political Rights; & Economic, Social, & Cultural Rights ethnocentrism racism sexism authoritarianism colonialism hunger	GRADES 10-12 moral exclusion moral responsibility world citizenship ecological responsibility Nuremberg Principle U.N. Conventions on Prevention & Punish of Genocide; Prevent Elimination of Torture Defining & developing new standards ethnocide genocide torture political repression environmental abuse

* Betty Reardon is a teacher at Columbia University's Teacher College
 from Betty Reardon, *Educating for Human Dignity, Learning About Rights and Responsibilities, A K-12 Teaching Resource*.
 Philadelphia: University of Pennsylvania Press, 1995. ISBN # 0-8122-3306-9. Order copies from University of Pennsylvania Press, PO Box 48,
 Hampden Station, Baltimore, MD 21211 Tel: (800) 445-9880, Fax: (410) 516-6998.

PARTNERS IN HUMAN RIGHTS EDUCATION

Key human rights terms include:

Pre-K to Grade 4	Grades 5-8	Grades 9-12
Responsibility (Personal, Social, Legal, and Moral)		
Fairness	Discrimination	Equality
Order	Freedom	Justice
Rules	Law	Covenant
Nationality	Citizenship	State Sovereignty
Diversity	Discrimination	Genocide
Immigrant	Refugee	Asylum
Participation	Democracy	Global Community

WHAT ROLE DOES THE UNITED NATIONS PLAY IN PROMOTING HUMAN RIGHTS?



Eleanor Roosevelt, Adlai Stevenson, and John Foster Dulles at the United Nations in New York City 1946

WHAT ARE THE 3 PARTS OF THE INTERNATIONAL BILL OF HUMAN RIGHTS?

The International Bill of Human Rights consists of 3 parts:

1. The Universal Declaration of Human Rights (UDHR) - This document defines and amplifies the human rights and freedoms as stated in the UN Charter
2. The International Covenant on Civil and Political Rights
3. The International Covenant on Economic, Social, and Cultural Rights

(Optional Protocol - allows complaints to be made by individuals on violations of their rights.)

The Universal Declaration of Human Rights (UDHR), adopted without objection by a resolution of the United Nations General Assembly, represents the opinion of the international community, but is **not legally binding**.

On the other hand, the **Covenants, are legally binding treaties**. Parties who sign these treaties are obliged to implement the rights and must submit to periodic reports of compliance to their obligation. These reports are submitted to the Human Rights Committee for review and recommendation.

However, there is no enforcement procedure if the Committee's views are not followed. Compliance rests with the State concerned. "*Special Rapporteurs*" have been appointed to request written information from States concerning compliance. Reports must be submitted by each State within one year of becoming party to the Covenant and thereafter whenever the Committee so determines. Generally, States want to comply with their obligations and enhance their image in the international arena. The Human Rights Committee reports annually on its work to the UN General Assembly through the Economic and Social Council (ECOSOC)

The United States voted for the UDHR on December 10, 1948.

The United States ratified the Covenant of Civil and Political Rights in 1992.

The United States has *not* ratified the Covenant of Economic, Social and Cultural Rights.

Other Conventions

- The Convention on the Prevention and Punishment of the Crime of Genocide (adopted in 1948 and entered into force in 1951)
- The International Convention on the Elimination of all Forms of Racial Discrimination (1966)
- The Convention on the Elimination of All Forms of Discrimination Against Women (adopted in 1979, in effect in 1981)
- Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment and Punishment (adopted in 1984, effective 1987)
- Convention on the Rights of the Child (adopted 1989, effective 1990)
- The Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (adopted 1990, but not yet in force.)

WHAT ARE THE RIGHTS PROCLAIMED IN THE UDHR?

Human dignity for all persons without discrimination of any kind.

"Inherent dignity and equal and unalienable rights of all members of the human family."



WHAT IS THE DIFFERENCE BETWEEN CIVIL AND POLITICAL RIGHTS AND ECONOMIC, SOCIAL, AND CULTURAL RIGHTS?

CIVIL & POLITICAL RIGHTS

- the right to life
- the right to liberty
- the right to security
- the right to privacy
- no slavery or torture
- peaceful assembly
- equality before the law
- no arbitrary arrest
- no exile or detention
- fair trial
- right to marriage
- free thought
- free conscience
- free opinion
- free expression
- freedom of religion
- peaceful assembly
- participation in government

ECONOMIC, SOCIAL, AND CULTURAL RIGHTS

- right to work
- equal pay for equal work
- right to form and join unions
- favorable conditions of work
- adequate standard of living (food, clothing and housing)
- education
- participate in cultural life
- recreation and leisure time
- social security
- protection of family
- highest attainable standard of physical and mental health
- no discrimination on the basis of race or gender

(These rights are inter-related and interconnected.)



Eleanor Roosevelt in Sydney, Australia, 9/23/1943

WHAT IS THE HUMAN RIGHTS COMMISSION OF THE UNITED NATIONS AND WHAT DOES IT DO?

- is part of the Economic and Social Council of the UN, mentioned specifically in the UN Charter
- is the world's highest intergovernmental body with a broad human rights mandate
- has 53 member states elected by the Economic and Social Council
- in the past has had members that can be human rights abusers (ex. Iran, Cuba, & China) since seats are in proportion to each region's share of the total UN membership.

(This is being corrected)

- meets once a year for a 6-week session
- considers and adopts over a hundred resolutions setting international standards
- reviews reports of those monitoring countries abusing human rights
- considers complaints of abusers and countries with a consistent pattern of gross violations of human rights standards
- conducts dialogues with abuser governments
- appoints rapporteurs and a monitoring committee to investigate abuses and then issues reports
- adopts resolutions to censure human rights abuser countries
- agrees on the type of technical assistance to provide human rights institutions
- has a High Commissioner to promote and protect human rights for all.

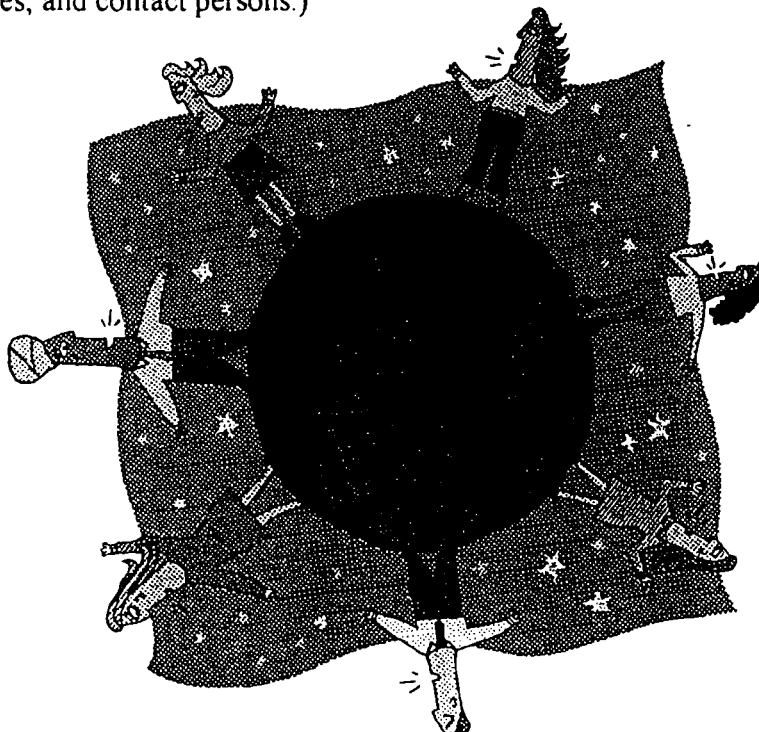
WHAT HAPPENS IF THERE ARE HUMAN RIGHTS ABUSES?(What Governmental Machinery Can Be Employed?)

1. The UN can investigate and publicize human rights abuses. Usually, the country in question is embarrassed by negative world opinion and shamed into halting their actions. The threat of being criticized and possibly ostracized by the world community usually changes their behavior and improvement occurs.
2. The UN can denounce and condemn countries who abuse human rights. Generally, countries are sensitive to exposure of their human rights abuses.
3. The UN can suspend or sever diplomatic relations, isolate an apartheid regime and make them pariahs. (ex. So. Africa)
4. The UN can impose economic sanctions, deny assistance to develop the country, restrict their trade, and institute economic blockades.
5. The UN can impose trade sanctions and offer no financial assistance.
6. The UN can summon military force when there is a threat to international peace and security. (This is usually an option of last resort - ex. genocide)
7. The UN can create special war crimes tribunals authorized to persecute and punish those guilty of war crimes and genocide. (ex. Yugoslavia and Rwanda)
8. In the future, the UN could create an ongoing International Criminal Court (International Justice System)

IF THERE ARE HUMAN RIGHTS ABUSES, WHAT NON-GOVERNMENTAL MACHINERY CAN BE EMPLOYED? (WHAT ROLE DO NGO'S PLAY IN REGARD TO HUMAN RIGHTS VIOLATIONS?)

There are many initiatives that citizens and groups world-wide undertake to promote human rights. One should remember that there could possibly have been no human rights mandate in the United Nations Charter whatsoever if it had not been for the pressure exerted by non-governmental advocates in San Francisco in the spring of 1945. Human rights advocacy groups constantly probe, gather information, nudge, and nag governments. Courageous individuals in repressive societies slip word of abuse to foreign journalists and rights advocates. "...without the zeal of human rights activists...countless individuals would still be languishing in jails, vanished persons would still remain unaccounted for, farmworker organizers would be shot, and orphans would still suffer deadly abuse in orphanages." Human rights advocates provide information about abuses and publicly expose them to the world. (*Inalienable Rights, Fundamental Freedoms, A Report of the UNA-USA Global Policy Project*, UNA-USA, 1996)

The following is a list of some of the NGO's (non-governmental organizations) and groups which monitor human rights abuses and/or educate others to strive to achieve human dignity for all citizens throughout the world: Amnesty International -USA, Partners in Human Rights Education (PIHRE), University of Minnesota Human Rights Education Center, University of Denver Human Rights Center, University of Pennsylvania Human Rights Education Center, Human Rights Watch, Holocaust Center in Dallas, Texas, The American Bar Association Campaign for Peace and Democracy, the Center for Global Education, Catholic Charities, etc. For a complete listing, consult the PARTNERS IN HUMAN RIGHTS EDUCATION DIRECTORY and AMNESTY INTERNATIONAL website. (This Directory lists addresses, phone numbers, website addresses, and contact persons.)



Questions and Answers

The Universal Declaration of Human Rights

1. What is the Universal Declaration of Human Rights?
2. Why is December 10 celebrated as "Human Rights Day?"
3. Are governments legally required to respect the principles outlined in the UDHR?
4. Can the principles of the Universal Declaration of Human Rights be enforced?
5. Are all rights in the Universal Declaration regarded as equally important?
6. Does the UDHR successfully incorporate different concepts of human rights?
7. Does the UDHR balance the rights of the individual with the needs of the community?
8. Why does the Universal Declaration ring true for persons from all cultures?
9. Did developing nations participate in the drafting of the UDHR of Human Rights?
10. Is the UDHR relevant to nations that gained their independence after its adoption?
11. Does the 50-year old UDHR adequately address current human rights dilemmas?
12. After adopting the Universal Declaration, what was the next step?
13. Is the United States a party to any international human rights treaties?
14. What tools does the United Nations have for protecting human rights?
15. What can I do to uphold the principles of the Universal Declaration?

What is the Universal Declaration of Human Rights?

The Universal Declaration of Human Rights is the primary international articulation of the fundamental and inalienable rights of all members of the human family. Adopted by the United Nations General Assembly on December 10, 1948, the UDHR represents the first comprehensive agreement among nations as to the specific rights and freedoms of all human beings.

Among others, these include civil and political rights such as the right not to be subjected to torture, to equality before the law, to a fair trial, to freedom of movement, to asylum and to freedom of thought, conscience, religion, opinion and expression. The rights outlined in the UDHR also include economic, social and cultural rights such as the right to food, clothing, housing and medical care, to social security, to work, to equal pay for equal work, to form trade unions and to education.

Originally intended as a "common standard of achievement for all peoples and all nations", over the past fifty years the Universal Declaration has become a cornerstone of customary international law, and all governments are now bound to apply its principles. Because the Universal Declaration of Human Rights successfully encompasses legal, moral and philosophical beliefs held true by all peoples, it has become a living document which asserts its own elevating force on the events of our world.

Why is December 10 celebrated as "Human Rights Day?"

The Universal Declaration of Human Rights was adopted at 3:00 a.m. on the morning of

December 10, 1948. For this reason people throughout the world have chosen to celebrate this date as "Human Rights Day." We celebrate not only to mark the achievements of those who came before us, but also to renew our own faith in and commitment to the Universal Declaration and to the principles it sets forth.

This reaffirmation is crucial to the protection of human rights. December 10 is also an opportunity for us to educate ourselves about the importance of respect for every person. Each year on December 10, people all over the world act in solidarity to reinforce their pledge to a world defined by the equal and inalienable rights of all human beings. Human Rights Day is an opportunity for each successive generation to endorse the principles of the Universal Declaration with a renewed sense of commitment.

Are governments legally required to respect the principles outlined in the UDHR?

Yes. While the record shows that most of those who adopted the UDHR did not imagine it to be a legally binding document, the legal impact of the Universal Declaration has been much greater than perhaps any of its framers had imagined.

Today, direct reference to the UDHR is made in the constitutions of many nations that realized their independence after the document was adopted. Prime ministers, presidents, legislators, judges, lawyers, legal scholars, human rights activists and ordinary people throughout the world have accepted the Universal Declaration as an essential legal code. Dozens of legally binding international treaties are based on the principles set forth in the UDHR, and the document has been cited as justification for numerous United Nations actions, including acts of the Security Council.

As oppressed individuals turn increasingly to the Universal Declaration for protection and relief, so governments have come to accept the document not just as a noble aspiration, but as a standard that must be realized. Because it is universal, a central and integral part of our international legal structure, the Universal Declaration is widely accepted as a primary building block of customary international law -- an indispensable tool in upholding human rights for all.

Can the principles of the Universal Declaration of Human Rights be enforced?

Yes. A founding principle of the United Nations is "to reaffirm faith in fundamental human rights, in the dignity and worth of the human person [and] in the equal rights of men and women..." The Universal Declaration recognizes respect for human rights as the "foundation of freedom, justice and peace in the world." Accordingly, along with the UN Charter, the

Universal Declaration has provided the moral and legal basis for United Nations action, including action by the Security Council, against violators of human rights.

Actions undertaken by the United Nations have included the dispatch of UN investigators, called Special Rapporteurs, to monitor and report on abuses, the establishment of human rights field missions in trouble-spots where the UN conducts peacekeeping operations, and the imposition of economic and political sanctions.

Of course the struggle to fully implement human rights is ongoing. In recent years, the UN Security Council has created two international tribunals to bring to justice those individuals responsible for acts of genocide and other crimes against humanity committed in Rwanda and the former Yugoslavia. The UN is currently working to establish a permanent International Criminal Court that will hold individual human rights abusers accountable and vigorously pursue justice for the individual victims of genocide, crimes against humanity and war crimes.

But enforcement of human rights principles goes beyond the UN system. Countries have included the language and principles of the UDHR in their national constitutions, and in their statutory laws and regulations. Lawyers appeal to the principles of the Universal Declaration as they litigate in defense of clients. Non-governmental organizations like Amnesty International and Human Rights Watch use the powerful principles and language of the UDHR to advocate for the release of political prisoners and the relief of those who suffer abuse. As these organizations and others have demonstrated, public exposure and condemnation of rights violations has proven to be a surprisingly effective remedy.

Are all rights in the Universal Declaration regarded as equally important?

Yes -- although there are some differences of opinion about how to realize the rights and freedoms in the Universal Declaration. The separation of the various rights set forth in the UDHR into two legally binding International Covenants reflected some of these differences in approach to implementation.

Many Western countries argued that economic, social and cultural rights were not "justifiable" -- for instance, if an individual lacks adequate food, clothing or shelter, it may be difficult, in a court of law, to determine who is responsible for the circumstances. It was also recognized that the UDHR encompassed both "positive" and "negative" rights. Positive rights (e.g. the right to education) require that someone do something to ensure a specific right, while negative rights (e.g. the right not to be subjected to torture) demand that someone not do something.

In their work, the UDHR drafters brought together rights given varying ideological emphasis throughout the world. Civil and political rights were more heavily emphasized in liberal-democratic countries while economic and social rights were aggressively advocated by what were then Communist countries. Unfortunately, the two were pitted against one and other, with the Soviet bloc countries arguing that economic and social rights had priority over civil and political. This was a thinly disguised effort to cover up their disregard for and violation of basic civil and political rights. As the Soviet system opened up in the 1980s,

nations acknowledged that all rights are interdependent, and that implementing one "set of rights" was no excuse for failing to implement the other.

As standard practice, most countries have ratified the two human rights Covenants simultaneously. The two treaties were adopted by the General Assembly at the same time to demonstrate that one "basket" of rights was not to have priority over the other. In fact, the international community has come to the firm recognition that all human rights are indivisible, interdependent, interrelated and interconnected.

Does the UDHR successfully incorporate different concepts of human rights?

Yes. The drafting of the Universal Declaration of Human Rights represented the first time in history that people from cultures throughout the world worked together to formulate a comprehensive and common vision of inalienable human rights. In the UN General Assembly's Third Committee alone, there were 85 meetings held with a total of 1,400 separate votes taken on various issues concerning the drafting of the Declaration (this is after the Commission on Human Rights had completed its work!). For nearly three years, representatives of various nations labored to enumerate and articulate the specific rights and freedoms that had been more broadly guaranteed to all in the UN Charter.

Remembering that the world was embroiled in the ideological controversies of the Cold War, this was an incredibly complicated and difficult task. Yet the final document encompassed rights and freedoms given varying emphasis by both Western democratic and Communist countries. The Universal Declaration reflects different beliefs as to the philosophical basis of human rights and balances traditional civil and political rights with economic, social and cultural rights.

The drafters of the UDHR struggled through a multitude of sometimes subtle and sometimes stark differences in linguistic, cultural, political, and philosophical values. The world's major legal systems and legal philosophies were considered in stages of the debate as were, to varying degrees, the most widely practiced religious beliefs, including Buddhist, Christian, Confucian, Hindu, Islamic and Jewish traditions. Under the chairmanship of Eleanor Roosevelt, the Commission on Human Rights successfully reached a shared understanding of what constitutes the inalienable rights and freedoms of all human beings in every corner of the globe.

Does the UDHR balance the rights of the individual with the needs of the community?

Yes. The UDHR addresses the rights of the individual human person. Yet these rights are

often realized only in community with other people. Therefore, the Universal Declaration sets forth individual rights in the context of a larger society.

The UDHR's Preamble speaks of "the human family," the need to develop "friendly relations between nations" and the determination of the "peoples of the United Nations" to promote "social progress". Article 22 regards "everyone as a member of society", Article 27 speaks of the right to freely participate in "the cultural life of the community" and Article 28 addresses the need for "a social and international order in which the rights and freedoms set forth in [the] Declaration can be fully realized."

Finally, Article 29 says, "Everyone has duties to the community in which alone the free and full development of his personality is possible." The Article goes on to say that in the exercise of his or her 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."

At the same time, the Universal Declaration makes it clear that none of the rights and freedoms in the UDHR may be exercised contrary to the purposes and principles of the United Nations. While the Universal Declaration recognizes the inalienable rights and fundamental freedoms of the individual human being, it also recognizes that human beings live in community with one another, and that this community is vital to the complete human person.

Why does the Universal Declaration ring true for persons from all cultures?

The authors of the UDHR strove to understand and articulate their differing cultural traditions and convictions throughout every stage of their complex work. In fact, most of the debate and discussion centered on negotiating differences in cultural and historical perspective. A special group was employed to sort out the differences in meaning of every word of each article as translated through the official languages of the United Nations.

This process of debate and discussion had an importance of its own. Never before had such a diverse group of people come together to explain the values and traditions that define the core nature of their respective societies. It was a real international learning experience. In many ways, the debate helped to illuminate the ideological differences that drive decision making on the most crucial international issues.

In the end though, those involved in this three year process held the rights enumerated in the UDHR to be truly universal -- belonging to members of every society and culture. They agreed that the Universal Declaration reflected shared convictions and beliefs. The rights were regarded as transcending national, social and cultural boundaries.

All of these rights are necessary to the person who would realize his or her full potential as a human being. As such, they represent a universal standard that has meaning for all people.

Did developing nations participate in the drafting of the UDHR of Human Rights?

Yes. A number of developing nations actively participated in the UDHR drafting process. In fact, it was the representative of Panama who submitted a draft declaration of fundamental human rights and freedoms in the first session of the UN's General Assembly, thus officially putting a declaration on the UN's agenda.

Numerous proposals from countries such as Chile, Cuba, India and Panama were debated and adopted during the UDHR's drafting process. The constitutions of fifty-five nations were introduced and considered during the deliberations. Nations voting in favor of the UDHR's adoption included Afghanistan, China, Ethiopia, India, Liberia, Pakistan, Thailand and all of the UN Member States from Central and South America. It should also be noted that two of the more important contributors to the framing of the UDHR, India's Hansa Mehta and Lebanon's Charles Malik, were from developing countries.

Individuals in developing countries commonly turn to the Universal Declaration in claiming both civil and political as well as economic and social rights. The UDHR says, that "Everyone has the right to take part in the government of his [or her] country", it also says that "Everyone has a right to a standard of living adequate for the health and well-being" of both self and family. Developed and developing countries alike endeavor to make all these rights a reality.

Is the UDHR relevant to nations that gained their independence after its adoption?

Yes. With the realities of a post-war world, many of today's countries were colonies or not yet independent when the UDHR drafting process took place. Yet these new democracies have consistently embraced the principles of the Universal Declaration as they emerge from under the weight of military dictatorships, theocracies, and periods of colonial, authoritarian or totalitarian rule.

At the time that the Universal Declaration of Human Rights was adopted, there were only 58 Member States to the United Nations. Today there are 185 members. As they have gained their freedom, these new Member States have often integrated the UDHR directly into their national constitutions and have affirmed and reaffirmed their faith in the Universal Declaration through numerous UN resolutions and international human rights treaties.

Individual citizens in these new nations often point to the Universal Declaration as a primary source of inspiration in their own struggles for independence, sovereignty and self-determination. Even once oppressed countries that abstained from voting on the UDHR

in 1948 (such as apartheid South Africa and those in the former Soviet bloc) have endorsed the Declaration as a sound and necessary instrument for preserving human rights in every nation on earth. Adherence to the principles of the UDHR has become a moral prerequisite for full participation in the community of nations.

Does the 50-year old UDHR adequately address current human rights dilemmas?

Yes. The UDHR sets forth a framework for realization of the full scope of human rights and freedoms. By design, it is an open-ended and forward-looking document. For instance, Article Two says, that everyone is entitled to all the rights and freedoms set forth in the 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." The UDHR's framers knew that with time other kinds of discrimination might attract public attention, and they worked to anticipate this.

Unfortunately, the challenges that the UDHR addressed in 1948 are still very much present in our world. Governments continue to torture and murder individuals because of their beliefs, their ethnicity, or their opinions. Millions across the globe remain "ill-housed, ill-clad, ill-nourished." And, if we ask ourselves which of the rights, framed in 1948, might be dismissed today, we find that none may be. Who would argue that torture or slavery is necessitated by the demands of modern life or of a global economy? Those who have suggested that the rights enumerated in the Universal Declaration are outdated, seem to do so in an attempt to justify oppressive measures that undermine those rights.

Respect for the rights of every individual is enduring and the struggle against human rights violators, ongoing. More and more, individuals throughout the world have formed groups to document the suppression of freedoms set forth in the UDHR and to demand that the Declaration be fully respected in their own societies. The continued violation of human rights, and the achievements of ordinary citizens who turn to the UDHR for defense, both highlight the increasing relevance and importance of the Universal Declaration. The urgent need to protect these rights is more compelling than ever.

After adopting the Universal Declaration, what was the next step?

While the significance of the Universal Declaration cannot be overestimated, it is important to remember that the UN Commission on Human Rights which drafted the document was also charged with drafting a legally binding international treaty on human rights, and with creating effective measures of implementation.

After many years of negotiations, it was ultimately decided that what had been imagined as a single human rights treaty should actually be two treaties or "Covenants". The rights

acknowledged in the Universal Declaration were separated into these two distinct Covenants, respectively, the "International Covenant on Civil and Political Rights" and the "International Covenant on Economic, Social and Cultural Rights," both of which were adopted by the General Assembly in 1966. They entered into force in 1976, and have been ratified by more than 130 states. Taken together, the Universal Declaration of Human Rights along with the two legally binding Covenants form the "International Bill of Rights".

The Covenants were drafted and adopted as legally binding international treaties meant to ensure full protection of the rights proclaimed in the Universal Declaration. They elaborate the rights proclaimed in the Declaration in more specific language and they also elaborate the limitations on these rights. Each of the Covenants is monitored by a committee of experts which reviews the performance of states in upholding the agreed upon provisions.

Over the last 50 years, the rights set forth in the UDHR have been reiterated and affirmed in numerous international human rights treaties dealing with specific populations or with specific rights and freedoms. The rights have also been incorporated into regional human rights treaties and documents such as the "European Convention of Human Rights," the "European Social Charter," the "African Charter of Human and Peoples Rights," and the "Helsinki Accords".

Is the United States a party to any international human rights treaties?

The United States has signed and ratified the "International Covenant on Civil and Political Rights" (but not the Covenant's Optional Protocol, which would allow Americans to seek remedy through the UN for alleged rights violations by the US government). And President Carter has signed the "International Covenant on Economic, Social and Cultural Rights" for the U.S., but the U.S. government and the people of the United States have not yet generated the political will necessary to ratify this Covenant. While Americans generally recognize civil and political rights as human rights, they have not always shared the same understanding with regard to economic, social and cultural rights (such as the rights to food, clothing, housing and health care).

The U.S. has ratified a number of other human rights treaties including the "Convention on the Prevention and Punishment of the Crime of Genocide," the "International Convention on the Elimination of Racial Discrimination," and the "Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment". The first of these (the Genocide Convention) was signed only in 1988, putting the U.S. well behind most other countries in ratifying human rights treaties. In addition, the U.S. has consistently attached reservations to the human rights treaties that it has ratified. These reservations have evoked criticism from many non-governmental organizations that argue they limit the legal impact of the treaties in the United States.

Still other important treaties remain unsigned or un-ratified. For instance, every country in the world -- except the U.S. and Somalia -- has ratified the "Convention on the Rights of the Child". And, President Clinton has recently joined millions of women and men throughout the country in calling on the U.S. Senate to give its "advice and consent" to ratify the

"Convention to Eliminate Discrimination against Women" – an important international treaty which sets forth the rights of women to equality with men.

What tools does the United Nations have for protecting human rights?

Based upon the conviction that governments have an obligation to protect the human rights proclaimed by the UDHR, the United Nations has created a number of mechanisms and procedures to influence the conduct of governments that violate these rights.

The Commission on Human Rights is the primary international forum for addressing human rights violations. The Commission has created a number of specialized bodies to monitor and report on human rights problems such as torture, free expression, violence against women and religious freedom worldwide. Its Sub-Commission on Prevention of Discrimination and Protection of Minorities sets standards and conducts studies of new human rights issues. There is also a Commission on the Status of Women. Each of the six major international human rights treaties established an expert Committee that monitors the respective treaty.

Recently, the UN created the post of High Commissioner for Human Rights. Establishment of this high-level position will help make human rights even more central to the work of the UN by giving these issues the political stature and voice they need in the international arena. This post was fiercely advocated for decades by non-governmental organizations that wanted to see a real champion of human rights defend them globally.

In recent years, the UN Security Council has created two international war crimes tribunals (for atrocities in Rwanda and the former Yugoslavia). The UN is currently working to establish a permanent International Criminal Court that will hold violators accountable and vigorously pursue justice for the individual victims of genocide, crimes against humanity and war crimes.

Finally, the UN strives not only to protect human rights, but to promote them as well. The UN offers technical assistance to countries, publishes human rights information and makes human rights counselors and educators available at the request of governments. Of course, many of the UN's specialized agencies are actively engaged in human rights issues as a component of their work, including UNICEF, UNESCO, the International Labor Organization, and the UN High Commissioner for Refugees. Election monitoring in post-conflict situations is an example of how the international community helps promote civil and political rights, while emergency relief operations promote rights such as the right to food and shelter.

What can I do to uphold the principles of the Universal Declaration?

Read the Universal Declaration of Human Rights. Familiarize yourself with those human rights and fundamental freedoms that belong to you. Defend these rights for yourself and for

those who are not able to come to their own defense.

The Preamble of the UDHR says that every one of us should "strive by teaching and education to promote respect for these rights and freedoms" because a "common understanding" of them is of the "greatest importance" to their full realization. Tell your friends, family, neighbors, teachers, and colleagues about the UDHR. Tell everyone!

As you move through your day at work or school or home, pause to ask yourself if all of your rights and freedoms are fully respected. Are the rights of those around you respected? If not, why? Can you change something by letting someone know that the standards set forth in the Universal Declaration of Human Rights are not being met?

The members of the National Coordinating Committee for UDHR50 have created an Action Agenda that will give you some great ideas about how you can get involved in protecting and promoting human rights today. Remember that as Eleanor Roosevelt said, respect for universal human rights begins in "small places, close to home." She recognized that ultimately, the protection and promotion of human rights is "IN YOUR HANDS!"

National Coordinating Committee for UDHR50.
Copyright © Franklin and Eleanor Roosevelt Institute. All rights reserved.
Revised: November 17, 1997.

<http://www.udhr50.org/history/question.htm>



Eleanor Roosevelt votes in Hyde Park, NY 11/3/1936



All human rights for all



Press kit

HUMAN RIGHTS AT YOUR FINGERTIPS

QUESTIONS

1. What is the first human rights declaration adopted by the United Nations?
2. When was the Universal Declaration of Human Rights adopted?
3. Where was the Universal Declaration adopted?
4. Who were the key contributors to the drafting of the Universal Declaration of Human Rights?
5. How many articles does the Universal Declaration of Human Rights contain?
6. Can you name some of the rights championed by the Universal Declaration of Human Rights?
7. What human rights event is celebrated in 1998?
8. To whom does the Universal Declaration of Human Rights apply?
9. What is the slogan adopted for the Fiftieth Anniversary of the Universal Declaration of Human Rights?
10. When is Human Rights Day observed?
11. Why is Human Rights Day observed on 10 December each year?
12. When was the International Year for Human Rights?
13. What is the International Bill of Human Rights?
14. Can you name some of the United Nations commissions specializing in the field of human rights?
15. How many countries are members of the Commission on Human Rights?
16. Which United Nations council selects the members of the Commission on Human Rights and on what basis?
17. Where does the United Nations Commission on Human Rights meet and for how long?
18. How many women have chaired the annual sessions of the United Nations Commission on Human Rights since its first meeting in 1947? Who are they?
19. Which main committee of the General Assembly deals with most of the human rights issues?
20. Which United Nations declaration states that the objectives of economic activity should be the improvement of the social, economic, political and cultural well-being of individuals and not growth and profit?
21. Which office in the United Nations is responsible for dealing with human rights questions on a daily basis?
22. When was the Office of the High Commissioner for Human Rights established? How many High Commissioners have there been so far?
23. Who was appointed in 1997 as the High Commissioner for Human Rights?
24. Who was the first High Commissioner for Human Rights?
25. How many world conferences on human rights has the United Nations held? When and where were these conferences held?
26. Which important documents were adopted at the 1993 World Conference on Human Rights held in Vienna?
27. Where do human rights bodies usually hold their meetings? Do any of them meet at United Nations Headquarters in New York?
28. What is the difference between a convention and a declaration?
29. What name is given to a series of conventions covering humanitarian questions in times of war?
30. Which human rights bodies can hear individual complaints of human rights violations?
31. Which United Nations human rights convention or treaty first set up an international monitoring system, as well as a procedure for individual complaints?
32. What is Procedure "1503"?
33. How many human rights treaty bodies are there?
34. What are the six international human rights treaties monitored by the treaty bodies?
35. Which mechanisms were devised by the United Nations to monitor human rights violations?
36. What are special rapporteurs and what do they do?

37. Can any victim of human rights abuses directly contact the Office of the High Commissioner for Human Rights?
38. What is the most recent human rights treaty adopted by the General Assembly?
39. Which United Nations human rights treaty has the highest number of country ratifications?
40. How many countries have ratified the Convention on the Rights of the Child?
41. Which country originally suggested the idea of an international treaty on the rights of the child?
42. The year 1985 was designated as International _____ Year.
43. Which declaration was adopted by the United Nations in 1965 in order to protect the rights of young people?
44. What does CEDAW stand for?
45. When was the Convention on the Elimination of all Forms of Discrimination against Women adopted by the General Assembly?
46. Which United Nations treaty deals with genocide?
47. What seven milestones mark United Nations efforts to combat racial discrimination?
48. What United Nations convention deals with the rights of refugees?
49. Has the United Nations done anything about stateless persons?
50. The year 1995 was designated as the International Year for _____.
51. Which international declaration is aimed at religious intolerance?
52. Which United Nations group reviews developments pertaining to the promotion and protection of the rights of indigenous people?
53. What United Nations human rights decades were proclaimed for the period 1995-2004?
54. What is apartheid?
55. When was apartheid eradicated in South Africa?
56. Which United Nations human rights decade is being observed during the period 1993-2003?
57. The United Nations has established two ad hoc International Criminal Courts to judge war crimes committed in which countries?
58. In which 10 places have United Nations human rights field offices been established?
59. What is the role of the human rights field offices?
60. Why is the Universal Declaration of Human Rights important to you?

ANSWERS

1. The Universal Declaration of Human Rights, a landmark document.
2. 10 December 1948.
3. At the Palais de Chaillot, in Paris, France.
4. Eleanor Roosevelt (United States of America), René Cassin (France), Charles Malik (Lebanon), Peng Chun Chang (China), Hernan Santa Cruz (Chile), Alexandre Bogomolov/Alexei Pavlov (Soviet Union), Lord Dukeston/Geoffrey Wilson (United Kingdom) William Hodgson (Australia) and John Humphrey (Canada).
5. 30.
6. Right to life, liberty and security of person; education; freedom of thought, conscience and religion; freedom of opinion and expression; work; seek and obtain asylum from persecution in other countries; among others.
7. The Fiftieth Anniversary of the Universal Declaration of Human Rights.
8. To each individual, regardless of gender, race, religion or cultural background.
9. "All Human Rights for All".
10. 10 December each year.
11. In commemoration of the date of the adoption of the Universal Declaration of Human Rights.
12. 1968.
13. The Universal Declaration of Human Rights, together with the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights

14. The Commission on Human Rights, the Commission on the Status of Women, and the Subcommittee on the Prevention of Discrimination and Protection of Minorities.
15. 53 countries, representing all regions of the world.
16. The Economic and Social Council, according to regional geographical distribution.
17. In Geneva for six weeks each year.
18. Three. Eleanor Roosevelt (USA), Princess Ashraf Pahlavi (Iran) and Purificación Quisumbing (Philippines).
19. The Third Committee (Social, Humanitarian and Cultural).
20. The Declaration on the Right to Development, adopted by the United Nations General Assembly in 1986.
21. The Office of the High Commissioner for Human Rights in Geneva, formerly known as the Centre for Human Rights.
22. 1993. Two.
23. Mrs. Mary Robinson (former President of Ireland).
24. Mr. José Ayala Lasso (Ecuador), from April 1994 to March 1997.
25. Two. One in Tehran (Iran), 22 April--13 May 1968, and the other in Vienna (Austria), 14-25 June 1993.
26. The Vienna Declaration and Programme of Action.
27. In Geneva. Yes, the Human Rights Committee, the Working Group on Enforced and Involuntary Disappearances, and the Committee on the Elimination of Discrimination against Women.
28. A convention is a legally binding treaty, coming into force upon ratification by a certain number of States. A declaration is not legally binding but carries moral weight because it is adopted by the international community.
29. The Geneva Conventions.
30. The Human Rights Committee that monitors the International Covenant on Civil and Political Rights, the Committee on the Elimination of Racial Discrimination, and the Committee on Torture.
31. The International Convention on the Elimination of All Forms of Racial Discrimination.
32. A procedure that allows anyone or any group of persons to report human rights violations to the United Nations even when the case is not covered by a United Nations treaty.
33. Six treaty bodies. Each treaty body monitors how countries implement a specific human rights treaty.
34. The Covenant on Civil and Political Rights; the Covenant on Economic, Social and Cultural Rights; the Convention on the Rights of the Child; the Convention on the Elimination of All Forms of Discrimination against Women; the Convention on the Elimination of All Forms of Racial Discrimination; and the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment.
35. Conventional mechanisms (treaty bodies to monitor compliance of States parties to Conventions) and extra-conventional mechanisms (Special Rapporteurs, working groups and Special Representatives of the Secretary-General).
36. Special rapporteurs are experts appointed by the Commission on Human Rights. They examine, monitor and publicly report on human rights situations and compliance of States with the various international human rights instruments.
37. Yes. A 24-hour fax "hot line" (41-22-9170092) can be used by victims of human rights violations, their relatives and non-governmental organizations.

inter-governmental organizations.

38. The International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, adopted in 1990 but yet to go into force.
39. The Convention on the Rights of the Child, adopted by the United Nations General Assembly in 1989.
40. 191 as of September 1997.
41. Poland.
42. Youth.
43. The Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples.
44. The Committee on the Elimination of Discrimination Against Women, the treaty body that monitors the implementation of the Convention on the Elimination of All Forms of Discrimination against Women.
45. In 1979.
46. The Convention on the Prevention and Punishment of the Crime of Genocide, adopted by the United Nations General Assembly in 1948.
47. The United Nations General Assembly adopted a Declaration (1963) and a Convention on the Elimination of All Forms of Racial Discrimination (1965). The United Nations held two World Conferences to Combat Racism and Racial Discrimination (1978 and 1983) and proclaimed a First, Second and Third Decade to Combat Racism and Racial Discrimination (1973-1983, 1983-1993 and 1993-2003).
48. The Convention Relating to the Status of Refugees, signed in Geneva in 1951.
49. The United Nations General Assembly adopted a Convention related to the Status of Stateless Persons (1954) and the Convention on the Reduction of Statelessness (1961).
50. Tolerance.
51. The Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief, adopted by the General Assembly in 1981.
52. The United Nations Working Group on Indigenous Populations, established in 1982, which meets annually in Geneva.
53. The International Decade of the World's Indigenous People and the United Nations Decade for Human Rights Education.
54. The former system in South Africa of institutionalized racial segregation.
55. In 1994.
56. The International Decade to Combat Racism and Racial Discrimination.
57. In the former Yugoslavia and in Rwanda.
58. Abkhazia (Georgia), Burundi, Cambodia, Colombia, Democratic Republic of the Congo, Gaza, Malawi, Mongolia, Rwanda and the former Yugoslavia.
59. To assist in the development of national institutions for the promotion and protection of human rights, and to conduct information campaigns on human rights, among other activities.
60. Because it protects and promotes your individual rights.

WHAT IS THE INTERNATIONAL BILL OF HUMAN RIGHTS

AND

**WHAT IS THE UNIVERSAL DECLARATION
OF
HUMAN RIGHTS?**

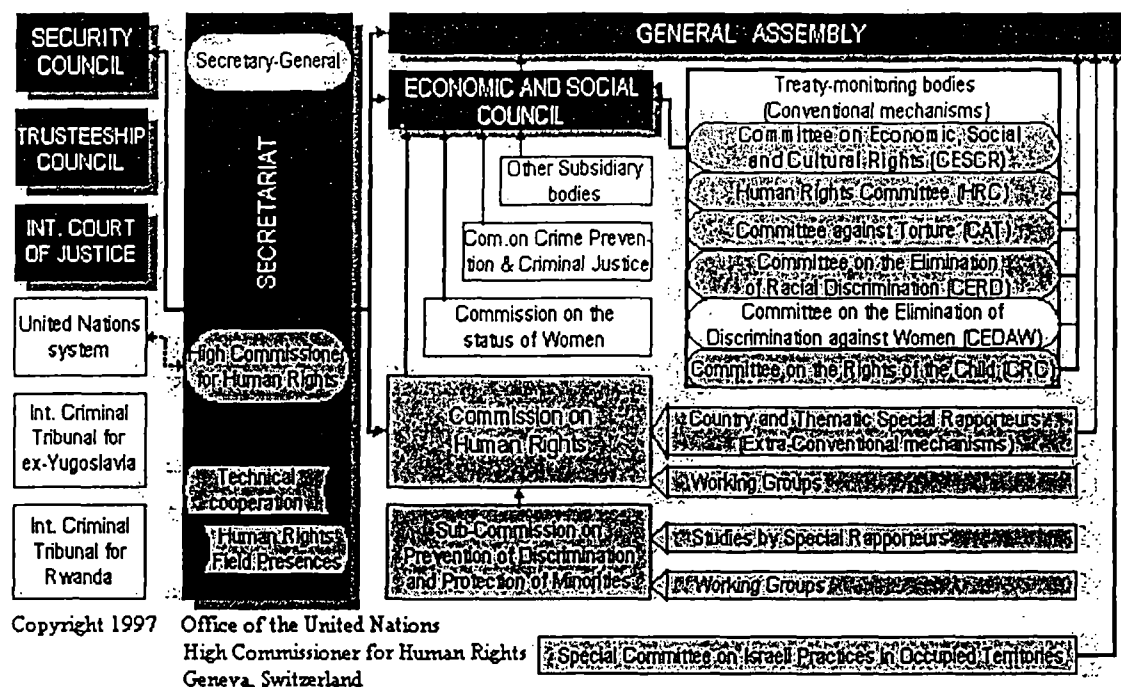
(UDHR)



Eleanor Roosevelt at the United Nations for Human Rights Commission meeting in Lake Success, NY 1947



United Nations Human Rights Organizational Structure



This chart, which is not exhaustive, is intended to describe the functioning of the United Nations system in the field of human rights. Emphasis is given to those bodies and programmes with major human rights responsibilities.

The blue (black when printed out) areas indicate six principle organs of the United Nations, whereas the yellow (grey) ones indicate bodies or programmes serviced by the Office of the United Nations High Commissioner for Human Rights. The areas "Other Subsidiary bodies" and "Secretary-General" are linked to the website of the UN Headquarters in New York.





DEPARTMENT OF PUBLIC INFORMATION
UNITED NATIONS

HUMAN RIGHTS

The set of [human rights] instruments resulting from this standard-setting by the United Nations General Assembly is now our common property. It has enough to satisfy all States, all peoples and all cultures, for the universality it affirms is that of the international community as a whole."

— UN Secretary-General Boutros Boutros-Ghali, Vienna 1993 ¹

One of the great achievements of the United Nations is the creation of a comprehensive body of human rights legislation. It is the United Nations which, for the first time in history, has created a universal code of human rights, one to which all nations can subscribe and to which all people can aspire.

Not only has the Organization painstakingly defined a broad range of internationally accepted rights — including economic, social and cultural, as well as political and civil rights — it has also established effective mechanisms with which to promote and protect these rights and to assist Governments in carrying out their responsibilities.

Since the adoption of the Universal Declaration on Human Rights in 1948, human rights have received an unprecedented level of global attention and support. Women, children, disabled persons, minorities, indigenous peoples, workers and migrants and other vulnerable groups now possess rights that protect them from discriminatory practices that had long been common in many societies. Rights have been aggressively extended through the careful, groundbreaking General Assembly decisions that have gradually established their universality, indivisibility and interrelatedness with development and democratization. Education campaigns have tirelessly informed the world's public of their inalienable rights, while countless national judicial and penal systems have been enhanced with training programmes and technical advice. The UN machinery has acquired a remarkable cohesiveness and weight among Member States. Most recently, the post of the High Commissioner for Human Rights was created to strengthen and coordinate the UN's work for the protection and promotion of all human rights of all persons around the world.

The Early Years

The Covenant of the League of Nations, written at the end of the First World War, was silent on the issue of human rights. But British Prime Minister Winston Churchill had, at the beginning of the Second World War, already described the conflict as one "to establish, on impregnable rocks, the rights of the individual". In 1941, the "four freedoms" were proclaimed as the objective of the Allies: freedom of speech and worship and freedom from want and from fear. The Allies repeated that commitment in the 1941 Atlantic Charter and the 1942 Declaration on the United Nations.

The founders of the United Nations responded to the unprecedented scale of human rights abuses and atrocities during the Second World War by emphasizing human rights in the Organization's Charter. The Charter refers repeatedly to such concepts as "fundamental human rights", "the dignity and worth of the human person", "equal rights", "justice", "social progress", and "fundamental freedoms", and dedicates three chapters to the self-determination of peoples — the right of people everywhere to govern themselves. The Dumbarton Oaks proposals regarding the nature of the United Nations elaborated in the closing days of the war and the earlier drafts of the UN Charter stated only in general terms that the United Nations would "promote respect for human rights and fundamental freedoms". But they fell far short of meeting the expectations of concerned citizens around the world who needed assurances against the repetition of the atrocities of the war.

At the San Francisco Conference in 1945, some 40 non-governmental organizations (NGOs) representing churches, women, trade unions and ethnic organizations joined forces with delegations, mostly from smaller countries, favouring more specific language, some even calling for an international bill of rights in the Charter. This determined lobbying resulted in relatively strong provisions on human rights being incorporated into the Charter, laying the foundation for the post-1945 era of international law-making.

The UN Commission on Human Rights

The Economic and Social Council (ECOSOC), which makes policy recommendations, convenes international conferences and sets up commissions in the interests of human rights, established the **Commission on Human Rights** in 1946. Under the chairmanship of Eleanor Roosevelt, human rights activist and widow of former US President Franklin Roosevelt, the Commission took up as its first order of business the definition of basic rights and freedoms.

The Commission on Human Rights, the major United Nations body working to promote and protect human rights, provides overall policy guidance, studies human rights problems, develops and codifies new international norms, monitors the observance of human rights around the world and provides advice on human rights institution-building to new or emerging democracies.

Building the Framework

Three years after the UN began work, the General Assembly put into place the first supporting pillar of twentieth-century human rights law.

The **Universal Declaration of Human Rights**, adopted on 10 December 1948, was intended as a "common standard of achievement for all peoples". Its 30 articles spell out basic civil and political rights and fundamental economic, social, and cultural rights that human beings in every country should enjoy. The Universal Declaration is generally considered to have the weight of customary international law because it is so widely accepted and used as a yardstick for measuring the conduct of States. Many newly independent countries have cited the Universal Declaration or included its provisions in their basic laws or constitutions.

The broadest legally binding human rights agreements negotiated by the UN are the two **International Covenants** — one on Economic, Social and Cultural Rights and the other on Civil and Political Rights — the latter with two Optional Protocols which deal with recourse procedures and the death penalty. These agreements, adopted in 1966, take the provisions of the Universal Declaration a step further by making them binding upon States parties.

A majority of the world's countries are parties to the two Covenants, thereby opening the door to international monitoring of their human rights practices.

Together, these three instruments are known as the **International Bill of Human Rights** and have served as the inspiration for some 80 conventions and declarations that have been concluded within the UN on a wide range of issues. These include:

- The **Convention on the Prevention and Punishment of the Crime of Genocide** (1948), a direct response to the atrocities of the Second World War, defines genocide as the commission of certain acts with intent to destroy a national, ethnic, racial or religious group;
- The **Convention Relating to the Status of Refugees** (1961) defines the rights and duties of refugees and makes provisions for various aspects of their everyday lives, including their right to work, education, public assistance and social security, and their right to travel documents;
- The **International Convention on the Elimination of All Forms of Racial Discrimination** (1966) is one of the most widely ratified treaties, with 143 States parties as of June 1995. It finds any policy of racial superiority based on racial differences unjustifiable, scientifically false and morally and legally condemnable;
- The **Convention on the Elimination of All Forms of Discrimination against Women** (1979) specifies measures to eliminate discrimination against women with respect to political and public life, nationality, education, employment, health, marriage and the family;
- The **Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion and Belief** (1981) affirms the right of everyone to freedom of thought, conscience and religion and the right not to be subject to discrimination on the grounds of religion or other beliefs. In 1986, a Special Rapporteur was appointed by the Commission on Human Rights to examine incidents and study measures to prevent intolerance based on religion and belief. In 1993, a Special Rapporteur was appointed for the promotion and protection of the right to freedom of opinion and expression;
- The **Convention Against Torture and Other Inhuman or Degrading Treatment or Punishment** (1984) defines torture as an international crime, holds States parties accountable for preventing and punishing torture. No exceptional circumstances may be invoked to justify torture, nor may a torturer offer a defence of having acted under orders;
- The **Declaration on the Right to Development** (1986) established that right as "an inalienable human right by virtue of which each person and all peoples are entitled to participate in, contribute to and enjoy economic, social, cultural and political development in which all human rights and fundamental freedoms can be fully realized". And it adds that "equality of opportunity for development is a prerogative both of nations and of individuals";
- The **Convention on the Rights of the Child** (1989) recognizes the particular vulnerability of children and brings together in one comprehensive code benefits and protections for children scattered in scores of other agreements. Special attention is paid to children who are refugees, disabled, or members of minorities. States parties are to provide guarantees for children's survival, development, protection and participation. The Convention is the most broadly ratified treaty with 174

States parties as of June 1995, the UN's goal being universal ratification by the end of 1995.

- The **International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families** (1990) defines basic rights and principles and protects migrant workers, whether legal or illegal, throughout the process of migration. The Convention is not yet in force, because only a very few countries have ratified it to date.
- The **Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities** (1992) proclaims the right of minorities to enjoy their own culture; to profess and practice their own religion; to use their own language; to establish and maintain contacts with other members of their group; and to leave any country, including their own, and to return to their country. The Declaration also calls for action by States to promote and protect these rights.

Several regional agreements, such as the **European Convention on Human Rights**, the **American Convention on Human Rights** and the **African Charter of Human and Peoples Rights**, have been inspired by the Universal Declaration and other UN efforts.

HOW THE UN PROMOTES AND PROTECTS HUMAN RIGHTS

The role and scope of UN action in promoting and protecting human rights have increased in the last several years. But the central mandate remains: to ensure that the ultimate constituents, the "peoples" of the United Nations, in whose name the Charter was written, have their human dignity fully respected. Through the international machinery, the UN has a high profile on several fronts:

As global conscience — The UN has set a pace in establishing minimum standards of acceptable behaviour by nations, and keeping the attention of the international community focused on human rights practices that threaten to undermine those standards. Human rights declarations and conventions are adopted by the General Assembly, underscoring their universality.

As lawmaker — A remarkable codification of international law has taken place. Those rights pertaining to workers, women, children, prisoners and detainees, mentally disabled persons, as well as violations such as genocide, racial discrimination and torture, have been brought within the international rule of law.

As monitor — The UN has played a central role in ensuring that human rights are not just defined in the abstract, but are put into practice. The International Covenants on Civil and Political Rights and on Economic, Social and Cultural Rights (1966) are among the earliest examples of treaties that empower international bodies to monitor how States live up to their commitments. Treaty bodies, Special Rapporteurs and Working Groups of the Commission on Human Rights each have procedures and mechanisms to monitor compliance with conventions and investigate allegations of human rights abuses. Their resolutions on specific cases carry a moral weight that few Governments are willing to defy.

UN human rights monitors have been dispatched to countries, including El Salvador and Cambodia. (See page 15.) Human rights activities formed a crucial part of peace-keeping operations in these countries and included a human rights education programme, general human rights oversight of existing administrative structures in Cambodia and the investigation of

alleged human rights abuses. In El Salvador, the United Nations put human rights monitors in place even before a peace accord was reached. In 1995, human rights monitors are working as part of peace-keeping operations in Haiti, Rwanda, Guatemala and the former Yugoslavia.

As forum of appeal — Under the First Optional Protocol to the International Covenant on Civil and Political Rights, the International Convention on the Elimination of All Forms of Racial Discrimination and the Convention Against Torture, individual complaints may be brought against States that have accepted the relevant international legal procedures, once all domestic remedies have been exhausted. Also, under procedures established by the **Commission on Human Rights**, the Commission, its Sub-Commission on Prevention of Discrimination and Protection of Minorities and their Working Groups, hear numerous complaints annually submitted by NGOs or individuals.

As the principal intergovernmental policy-making body for human rights at the United Nations, the Commission on Human Rights is authorized to discuss human rights situations anywhere in the world and to examine information from individuals, NGOs, and other sources. By 1995, human rights conditions in more than 70 countries were under examination by the Commission.

As fact-finder — The original mandate of the Commission on Human Rights — to examine situations where massive violations of rights appear to be taking place — has been complemented by a new function: compiling information on the incidence of certain kinds of violations, or violations in a specific country. The mechanisms entrusted with this politically sensitive, humanitarian and sometimes dangerous task are **Special Rapporteurs/Representatives** or **Working Groups**. They gather facts, keep contact with local groups and government authorities, conduct on-site visits when Governments permit, and make recommendations on how human rights institutions might be strengthened.

There are thematic Special Rapporteurs and Working Groups that report on forced or involuntary disappearances, torture, religious intolerance, summary executions, arbitrary detention, freedom of expression, the sale of children, mercenaries, racial discrimination, independence of the judiciary, internally displaced persons, violence against women and the effects of toxic and dangerous products on the enjoyment of human rights. Country-specific Special Rapporteurs/Representatives are currently reporting on Afghanistan, Cuba, Equatorial Guinea, Iran, Iraq, Occupied Arab Territories (including Palestine), Myanmar, Sudan, former Yugoslavia, Zaire, Rwanda, and Burundi. In addition, Mandates have been entrusted to the Secretary-General to prepare reports on Bougainville (part of Papua New Guinea), Cyprus, East Timor, Southern Lebanon and West Bekaa, Togo, Occupied Palestine, Occupied Arab Territories, Occupied Syria and Golan, and Chechnya.

As discreet diplomat — The Commission on Human Rights may ask the Secretary-General to intervene or send an expert to examine a human rights situation with a view to preventing flagrant violations or perhaps even deaths. Such attempts at quiet diplomacy are also undertaken by the Secretary-General in the exercise of his "good offices" and may establish the UN's legitimate concern and curb abuses. The Secretary-General, or his special representatives, and the High Commissioner for Human Rights, confidentially raise human rights concerns with Member States, including items such as the release of prisoners, commutation of death sentences and other issues.

As overall coordinator and promoter of human rights at the highest political level — The post of **High Commissioner for Human Rights** was created in 1993 with the intention of strengthening the coordination and impact of UN human rights activities. Appointed for a four-year term, the High Commissioner is charged with promoting and protecting the effective enjoyment by all of all human rights and maintains a permanent dialogue with Member States. His functions include the overall supervision of the Centre for Human Rights. Under the direction and authority of the Secretary-General, the High Commissioner reports on his activities to the Commission on Human Rights and through ECOSOC to the General Assembly. In his work to prevent human rights violations, the High Commissioner is authorized to dialogue with all Governments. Within the UN system, he works to strengthen and streamline the UN human rights machinery to make it more efficient and effective.

As adviser and trainer — The **Centre for Human Rights** provides advisory services to Governments seeking to improve their human rights performance. Assistance may be given to draft a constitution, improve electoral laws, establish or upgrade human rights institutions, prepare new criminal codes, or overhaul the judiciary. As part of the UN Secretariat, the Centre is the focal point for United Nations human rights activities and serves as secretariat for the Commission on Human Rights, the treaty bodies (expert committees monitoring treaty compliance) and other UN human rights organs.

Services and institution-building assistance is provided to Member States at their request. Human rights education and information material is produced by the Centre for Human Rights and the United Nations Department of Public Information. The UN proclaimed the **World Public Information Campaign** in 1988 and the **Decade for Human Rights Education** got under way in 1995.

The Centre for Human Rights provides fellowships and scholarships to qualified persons responsible for promoting and protecting human rights in their countries. It has arranged for candidates to attend courses in regional human rights institutes, such as the International Institute on Human Rights in Strasbourg, France, and the Inter-American Institute of Human Rights in San José, Costa Rica. Regional seminars and training courses organized by the Centre for members of the judiciary, lawyers, police officers, and educators in various countries are aimed at strengthening human rights institutions.

As nerve-centre and hot line — In 1994, the Centre for Human Rights received 105,000 communications from groups and individuals claiming violations of their human rights. On the average, about 100,000 complaints are received per year. In 1989, it received a record number of communications: more than 300,000. The Centre refers these communications to the appropriate UN organs, taking into account the implementation procedures established by conventions and resolutions.

As researcher — The data compiled by the UN on human rights issues is indispensable to the development of human rights law. For example, some 80 country studies provided the basis of an instrument being drafted to protect the rights of indigenous peoples. Another once controversial issue, female genital mutilation, was taken up in the late 1970s and a Special Rapporteur now studies developments in this field. Issues of violence against women are now clearly treated as human rights issues.

The First Human Rights Conference

The 20th anniversary of the adoption of the Universal Declaration of Human Rights was commemorated in 1968 as the **International Year for Human Rights**. The major event of the Year, the **International Conference on Human Rights**, held in Teheran, Iran, was the first world-wide governmental conference devoted exclusively to the subject.

The Teheran Conference reviewed progress made since the adoption of the Universal Declaration, evaluated the effectiveness of the Organization's human rights activities, and adopted a programme of action and a Proclamation. Among the initiatives that stemmed from its recommendations were the designation of 1971 as the **International Year for Action to Combat Racism and Racial Discrimination**, and the undertaking of a series of studies on the impact on human rights of scientific and technological developments.

The Conference called for measures to ensure the better protection of civilians, prisoners and combatants in all armed conflicts. Later that year, the General Assembly affirmed that parties to an armed conflict must not launch attacks against civilians as such, and should seek to distinguish between combatants and civilians in order to spare the latter as far as possible.

The Conference also cited the right of couples to decide freely the number and spacing of their children, as well as the right to adequate education on the subject, as basic human rights. A five-year study completed by the Commission in 1973 stressed the interrelationship, in the context of national development, between the promotion of family planning and the role and status of women.

The World Conference on Human Rights

The **World Conference on Human Rights** (Vienna, 14 - 25 June 1993) was the first global review of human rights since the International Conference on Human Rights in Teheran in 1968.

The Conference, which was marked by an unprecedented degree of participation by government delegates and the non-governmental human rights community, assessed progress made since the adoption of the Universal Declaration of Human Rights in 1948 and identified obstacles and ways in which they might be overcome.

The Conference demonstrated a growing determination among Member States and human rights NGOs and other activists that the existing body of law be backed up by vigorous operational activities undertaken by the United Nations to ensure that these laws be carried out by Governments. Human rights — in the words of the **Vienna Declaration** adopted at the World Conference — had become the "legitimate concern of the international community". The Vienna Declaration proclaimed that "democracy, development and respect for human rights and fundamental freedoms are interdependent and mutually reinforcing".

Paragraph 5, Part I, of the Vienna Declaration states:

"All human rights are universal, indivisible and interdependent and interrelated. The international community must treat human rights globally in a fair and equal manner, on the same footing, and with the same emphasis. While the significance of national and regional particularities and various historical, cultural and religious backgrounds must be borne in mind, it is the duty of States, regardless of their political, economic and cultural systems, to promote and protect all human rights and fundamental freedoms."

In Vienna, it was also clear that the areas of protection had become increasingly specific: preventing genocide, abolishing slavery, combating torture and eliminating all forms of discrimination based on race, sex, religion or belief.

In the same way, the beneficiaries of human rights had become better defined: women's rights, rights of indigenous peoples, protection of refugees, stateless persons, children, physically and mentally disabled persons, protection of detainees and victims of enforced disappearance, protection of the rights of migrant workers and their families.

From the first preparatory meeting, it was clear that steps to strengthen the promotion and protection of human rights raised many difficult issues — such as national sovereignty, universality, the role of NGOs and questions as to the feasibility, viability and impartiality of new or strengthened human rights instruments — yet substantial progress was possible. Secretary-General Boutros Boutros-Ghali called the **Vienna Declaration and Programme of Action** "a new vision for global action for human rights into the next century". The declaration, adopted by consensus at the Conference by 171 States, marked historic new steps to promote and protect human rights, particularly those of women, children and indigenous peoples, by:

- Supporting the establishment of a **Special Rapporteur on Violence against Women**;
- Calling for the universal ratification by 1995 of the Convention on the Rights of the Child;
- Recommending that the General Assembly proclaim an international decade of the world's indigenous people and a decade for human rights education, which it did in the following months.

The inextricable relationship of human rights and development was also reaffirmed. As well, the Conference underscored the conviction that respect for human rights is essential to the success of social development initiatives. As Secretary-General Boutros Boutros-Ghali said in his opening address to the Vienna Conference:

One thing is certain: there can be no sustainable development without promoting democracy and, thus, without respect for human rights. We all know that, on occasion, undemocratic practices and authoritarian policies have marked the first steps taken by some countries along the road to development. Yet, we also know that if these States do not undertake democratic reform once they have begun to experience economic progress, they will ultimately achieve nothing more than disembodied growth, a source of greater inequity and, eventually, social unrest. Democracy alone can give development true meaning.

APARTHEID AND RACISM

Practically from its inception, the United Nations was involved in the struggle against apartheid, a class of human rights violation that has hardly known any parallel. Condemned by the United Nations in 1966 as a "crime against humanity" incompatible with the Charter and the Universal Declaration of Human Rights, the issue of apartheid was on the agenda of the General Assembly from 1948 until the end of apartheid in 1994.

When, in October 1994, the newly-elected President of South Africa, Nelson Mandela, addressed the United Nations Assembly, he observed that it was the first time in its 49 years that the Assembly had been addressed by a South African head of state drawn from among the

African majority. Welcoming the vanquishing of apartheid, President Mandela said: "That historic change has come about not least because of the great efforts in which the United Nations engaged to ensure the suppression of the apartheid crime against humanity." ²

- Among its many censures of South Africa, the General Assembly did not accept its credentials to the Assembly's regular sessions from 1970 through 1974, with the Assembly President noting that this was "tantamount to saying in explicit terms that the General Assembly refuses to allow the delegation of South Africa to participate in its work". Until 1994, South Africa did not participate in the proceedings of the Assembly.
- In November 1977, the Security Council imposed a mandatory arms embargo on South Africa, determining that its aggressions against its neighbours and its potential nuclear capability constituted a threat to international peace and security — the first time the Council has taken such action against a UN Member State.
- In 1985, when the South African Government proclaimed a state of emergency and escalated repression, the international community again reacted strongly, and the Security Council, for the first time, called on Governments to take significant economic measures against South Africa. ³

Combating Racism

In 1963, the General Assembly adopted the **United Nations Declaration on the Elimination of All Forms of Racial Discrimination**. The Declaration affirms the fundamental equality of all persons and confirms that discrimination between human beings on the grounds of race, colour or ethnic origin is a violation of the human rights proclaimed in the Universal Declaration and an obstacle to friendly and peaceful relations among nations and peoples.

Two years later, the General Assembly adopted the **International Convention on the Elimination of All Forms of Racial Discrimination**, which among other provisions authorized the UN to receive complaints from individuals and obliged States parties to adopt concrete legislative, judicial, administrative and other measures to prevent or punish racial discrimination.

The General Assembly in 1993 proclaimed the **Third Decade to Combat Racism and Racial Discrimination (1993 - 2003)** and called on all States to take measures to combat new forms of racism, especially through laws, administrative measures, education and information. The Assembly declared that all forms of racism and racial discrimination, including those resulting from official doctrines of racial superiority, such as ethnic cleansing, are among the most serious violations of human rights in the contemporary world and must be combated by all available means. The Assembly drew attention to the plight of migrant workers and their families, children of minorities and indigenous people.

Moreover, in 1993 the Commission on Human Rights appointed a **Special Rapporteur on Contemporary Forms of Racism, Racial Discrimination, Xenophobia and Related Intolerance**, whose mandate is to examine incidents of contemporary forms of racism, racial discrimination, any form of discrimination against blacks, Arabs and Muslims, xenophobia, anti-semitism, and related intolerance, as well as governmental measures to overcome them. ⁴

ADVANCEMENT OF WOMEN

The advancement of women has been a focus of the work of the United Nations since its founding 50 years ago, and the establishment of the **Commission on the Status of Women** in 1946 as a special body to deal with women's issues. The UN has been a staunch ally in the struggle to attain universal women's rights and the efforts to ensure that women have equal access to public life and opportunities in all aspects of economic and social development.

In recent years, the UN family of organizations have all undertaken reviews of their work to ensure that women are better integrated into decision-making bodies and considered a central component of their policies and programmes in the field. In addition, steps have been taken to ensure the advancement of women in the work of the Organization itself.⁵

The United Nations has facilitated international guidelines and legislation for the advancement of women, most notably the **Convention on the Elimination of Discrimination against Women** in 1979 and the **Nairobi Forward-looking Strategies for Women to the Year 2000**, produced by the third world conference on women in 1985. Both documents continue to be benchmarks in monitoring global progress of women.

Three conferences during the UN-sponsored **International Women's Decade (1976 - 1985)** — Mexico City, 1975; Copenhagen, 1980; and Nairobi, 1985 — greatly enhanced international awareness of the concerns of women and provided the groundwork for invaluable links between the national women's movements and the international community.

Despite clear signs of progress in the areas of education, health and access to employment among others, the Commission on the Status of Women has continued to press its concerns that implementation of the Nairobi Forward-looking Strategies has been inadequate in many areas. In calling for the **Fourth World Conference on Women** in Beijing (4 - 15 September 1995), the Commission has warned that if societies failed to achieve true gender equality, the costs would include slow economic and diminished social development, misuse of human resources and reduced progress for society as a whole.

Together with Habitat II in 1996, the Beijing Conference marks the culmination of the cycle of major United Nations conferences which, combined with the energy of national women's movements, have galvanized understanding, interest and action concerning the advancement of women around the world. These UN conferences and summits on education, children, the environment, human rights, population and social development have reflected a common concern regarding the pivotal role of women in development and society. The **World Conference on Human Rights**, in particular, achieved a major breakthrough by responding to the worldwide campaign that "women's rights are human rights". The Conference called for the integration of women's human rights in the work of UN human rights bodies. It considered issues of violence against women in public and private life as human rights issues. In a unique international statement, the Conference called for the eradication of any conflicts which may arise between the rights of women and the harmful effects of certain traditional or customary practices, cultural prejudices and religious extremism.

The Preparatory Committee for the Conference has prepared a draft **Programme for Action** for consideration in Beijing which reviews and proposes actions on 12 critical areas of concern regarding women:

- The persistent and increasing burden of poverty on women;
- Unequal access to and inadequate educational opportunities;
- Inequalities in health status, and unequal access to and inadequate health-care services;
- Violence against women;
- Effects of armed or other kinds of conflict on women;
- Inequality in women's access to and participation in the definition of economic structures and policies and the production process itself;
- Inequality between men and women in the sharing of power and decision-making at all levels;
- Insufficient mechanisms at all levels to promote the advancement of women;
- Lack of awareness of, and commitment to, internationally and nationally recognized women's human rights;
- Insufficient mobilization of mass media to promote women's possible contribution to society;
- Lack of adequate recognition and support for women's contribution to managing natural resources and safeguarding the environment;
- The girl child.

The Beijing Conference expects to make concrete proposals on these issues in the hopes of improving implementation of the Convention on the Elimination of All Forms of Discrimination against Women.

In addition to the work done by the UN Secretariat and the specialized agencies and programmes, there are two organizations dedicated exclusively to women: the **UN Development Fund for Women (UNIFEM)** and the **International Research and Training Institute for the Advancement of Women (INSTRAW)**. Both were created to support programmes and projects that improve the quality of life for women and are currently in operation in over 100 countries. They include credit and training, access to new food-production technologies and marketing opportunities, and other means of promoting meaningful work for women.

THE RIGHTS OF CHILDREN

Millions of children die every year from malnutrition and disease or become victims of slavery, torture and sexual exploitation. The **United Nations Children's Fund (UNICEF)**, the UN's lead advocate for children, has described the world's children as the "forgotten quarter" of the Earth's people. Their plight, says UNICEF in **The State of the World's Children 1993**, is "no longer acceptable in a world with any claim on civilization". According to UNICEF, child malnutrition, preventable disease and illiteracy could be brought to an end before the year 2000 for \$25 billion, significantly less than Europeans spend on wine or Americans on beer.

It is the United Nations that, in the Convention on the Rights of the Child, has provided a standard, a benchmark against which the behaviour of nations can be tenaciously and perpetually measured and improved. Among the measures taken since ratification by Member States:

- Viet Nam has reformed its juvenile justice system;
- Barbados has prohibited the execution of minors;
- Namibia has written portions of the Convention into its Constitution;
- Bangladesh has made schooling compulsory for girls; ⁶

In terms of child labour, the goals of the United Nations are to protect working children from exploitation and hazardous conditions that endanger their physical and mental development, to ensure children's access to at least minimum levels of education, nutrition and health care, and, over the long term, to achieve the progressive elimination of child labour.

- In 1990, the International Labour Organization (ILO) launched a major global offensive by establishing the International Programme on the Elimination of Child Labour (IPEC). Upon the request of individuals, the programme provides technical advisory services focusing on the worst abuses: hazardous work, forced labour, street children, girls and the employment of children who are less than 13 years old.
- In 1992, the General Assembly urged Governments and the Commission on Human Rights to take action on the problem of street children, who are increasingly involved in and affected by serious crime, drug abuse, violence and prostitution.
- The Subcommission on Prevention of Discrimination and Protection of Minorities has called for steps to halt the recruitment or conscription of children into armed forces.
- The Commission on Human Rights has appointed a **Special Rapporteur on the Sale of Children, Child Prostitution and Child Pornography and the Use of Adoption for Commercial Purposes.**

INDIGENOUS PEOPLE

The United Nations has increasingly taken up the cause of indigenous people, who are considered among the world's most disadvantaged groups. Excluded from the decision-making process, many have been marginalized, exploited, assimilated and subjected to repression, torture and murder when they speak out in defence of their rights. Fearing persecution, they often become refugees and other times they try to mask their identity, abandoning their languages and traditional customs and clothing.

Working Definition: *Indigenous communities, peoples and nations are those which, having a historical continuity with pre-invasion and pre-colonial societies that developed on their territories, consider themselves distinct from other sectors of the societies now prevailing in those territories, or parts of them.* ⁷

- Indigenous people are also called "first peoples", tribal peoples, aboriginals and autochthons. There are at least 5,000 indigenous groups made up of 300 million people, that live in more than 70 countries on five continents.

In 1982, the Subcommission of the Commission on Human Rights established a Working Group on Indigenous Populations which prepared a draft **Declaration on the Rights of Indigenous Peoples** for eventual adoption by the Commission on Human Rights, ECOSOC and the General Assembly. The draft was approved by the Subcommission in 1994, and in 1995

the Commission on Human Rights established a Working Group to consider the draft further.

The 1992 Earth Summit heard the collective voice of indigenous peoples as they expressed their concerns about the deteriorating state of their lands and the environment. UNDP, UNICEF, IFAD, UNESCO and WHO all have programmes directed at specific indigenous groups working to improve health literacy and combat environmental degradation of their native lands.

At the conclusion of the International Year of the World's Indigenous People (1993), the Assembly proclaimed an International Decade of the World's Indigenous People (1994 - 2004).

DISABLED PERSONS

Persons with disabilities challenge the world community to grow — to build emotional, intellectual and practical bases for a society which advances the freedoms, addresses the needs and facilitates the contributions of all peoples.

— Secretary General Boutros Boutros-Ghali, International Day of Disabled Persons,
2 December 1994.⁸

More than 500 million persons — 10 per cent of the world's population, an estimated 80 per cent of them living in the developing world — suffer from some type of physical, mental or sensory impairment.

- Disabled persons are often denied basic educational opportunities as children and, as adults, are often given menial or poorly paid jobs.
- Physical restrictions often bar them from public buildings and transport.
- Social attitudes exclude them from cultural life and normal social relationships.
- Prejudice and ignorance lead to unnecessary institutionalization.
- Society also suffers, since the loss of their enormous potential as human beings impoverishes humankind.

The rights of disabled persons do not appear in any single formal listing but are scattered throughout court rulings, ILO recommendations, and a number of legal instruments. Thus they find themselves at a legal disadvantage in relation to other vulnerable groups such as refugees and migrant workers.

The International Year of Disabled Persons (1981) saw adoption of a World Programme of Action Concerning Disabled Persons, the primary statement of principles for disabled persons, and led to the UN Decade of Disabled Persons (1983-1992). Two monitoring exercises during the Decade, in 1987 and in 1992, acknowledged that despite many efforts, disabled persons continued to be denied equal opportunities and in many societies remained isolated.

It is the United Nations, calling for global "equalization of opportunity" for persons with disabilities, that prompted cities and towns throughout the world to provide such seemingly simple, basic, and obvious services as access ramps and sidewalk indentations for the convenience of the disabled people.⁹

Eleven years in the making, a new set of standards for the protection of people with mental

illness was adopted by the General Assembly in 1991. The standards cover a wide range of issues and rights, and state, among other things, that:

- Determination of mental illness should never be made on the basis of political, economic or social status; membership of a cultural, racial or religious group; or any other reason not directly relevant to mental health status;
- Physical restraint or involuntary seclusion should not be used, except as the only means available to prevent immediate harm to the patient or others;
- Sterilization should never be a treatment for mental illness;
- Psychosurgery and other intrusive and irreversible treatments should not be carried out involuntarily;
- Every effort should be made to avoid involuntary hospitalization.

In 1994, the General Assembly endorsed a long-term strategy to further the implementation of the **World Programme of Action Concerning Disabled Persons**. The strategy set as its ultimate goal "a society for all", encompassing human diversity and the development of the human potential of each person.

MIGRANT WORKERS

With increasing movement of people across international frontiers in search of work, a new human rights convention was approved to discourage discrimination against migrant workers. In 1990, following 10 years of negotiations, the **International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families** was adopted by the General Assembly.

- The Convention makes it illegal to expel migrant workers on a collective basis or to destroy their identity documents, work permits or passports.
- It also states, among other things, that migrant workers are entitled to receive the same remuneration, social benefits and medical care as nationals; to join or take part in meetings of trade unions; and, upon ending their employment, to transfer earnings, savings and personal belongings.
- Children of migrant workers have the right to registration of birth and nationality and of access to education.

Some countries have expressed reservations about the document, stating that certain provisions could interfere with local administration of justice, infringe on the rights of nationals because of competition from migrant workers or cause problems for immigration policies and labour supply. As of June 1995, the Convention had not yet acquired the necessary number of ratifications (20) to enter into force.

The World Conference on Human Rights (1993) also addressed the issue of migrant workers as one of several "vulnerable groups" requiring special attention.

FUTURE PRIORITIES

Although human rights continue to be widely violated around the globe, international legal instruments and mechanisms do already exist to bring violations to light, to promote a global

culture of human rights through education and awareness and to encourage greater compliance with internationally accepted standards.

In 1994, the appointment of the first **UN High Commissioner for Human Rights** and the proclamation of the **Decade for Human Rights Education**, the **Decade of the World's Indigenous People**, and the **Decade against Racism** (proclaimed in 1993) provided further impetus to the goal of realization of human rights for all.

Thanks to the UN, respect for human rights is increasingly seen as essential to social and economic progress and development and democracy. Yet, in today's world, such fundamental rights as an individual's life, liberty, and physical security, the right to health, housing and work as well as cultural rights, continue to be threatened by forces of repression, ethnic hatred and exploitation.

Abuses of various kinds abound, from summary executions and cruel and unusual punishment for seemingly minor crimes to spousal and child abuse and blatant social injustice. Blatant violations have led to the disruption of societies and ethnic, religious and other conflicts. Displacement of people causes family disruption, homelessness, increased impoverishment and misery.

In the face of these challenges, the UN has constantly strengthened its work. Since the World Conference in Vienna, it has increased the capacity of the Centre for Human Rights to respond to escalating requests for assistance; created the post of High Commissioner for Human Rights with expanded authority to intervene in cases of massive human rights' violations; stepped up its global information campaign to raise awareness of fundamental rights among the public at large; pressed for the identification and prosecution of government and military officials who sanction violations; and stepped up support for vulnerable groups, such as indigenous peoples, to organize for their rights on an international scale.

This work goes beyond the best-known cases of the daily headlines. It goes beyond the extreme violations that characterize the dramatic social and military upheavals in scores of countries around the world. The UN's work helps all of us in our daily lives, in the workplace, schools and in our homes and communities and places of worship. It protects migrants in strange lands and societies seeking to enjoy the fruits of economic development; it touches us in defending the richness of culture, language, free communication that are so often threatened by intolerance and racism.

The challenge for the United Nations and its Member States is to work together to strengthen the commitments to promoting and protecting the economic, social and cultural rights, as well as the civil and political rights of people everywhere.

NOTES

1. World Conference on Human Rights, *The Vienna Declaration and Programme of Action*, June 1993, *DPI/1394/Rev 1/HR*, April 1995, p. 12.
2. Address by President Nelson Mandela of South Africa to the 49th session of the General Assembly, *A/49/PV.14*, 3 October 1994.
3. UN Security Council resolution *S/RES/569*, 26 July 1985.
4. UN General Assembly document *A/49/677*, paragraph 8.
5. For a more detailed overview of the UN's work for the advancement of women, see *Notes for Speakers on the Advancement of Women*, *DPI/1674/WOM/CON*, April 1995.
6. *The Progress of Nations*, UNICEF, p. 37.
7. From a study conducted by human rights Special Rapporteur Jose R. Martinez Cobo, 1971 to 1984, UN document *E/CN.4/Sub.2/1986/7/Add 4*.
8. DPI Press release *SG/SM/5501*, 2 December 1994.
9. *World Programme of Action Concerning Disabled Persons*, *DPI/1933/Rev 1*, p. 35, paragraph 115.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS DOCUMENT



Eleanor Roosevelt at the United Nations in Paris 11/1951

The Universal Declaration of Human Rights sets forth the rights and freedoms of each and every person on the face of the earth. These rights are your rights. Learn them. Promote them. Defend them.

Study the Overview to learn about the Universal Declaration's origins and significance. Read biographic Profiles of Eleanor Roosevelt and others responsible for the drafting and adoption of the Declaration - witness how the commitment of each individual advances human rights for all individuals. Review the Timeline to understand the Declaration's important place in the ongoing struggle for human rights. And if you still have Questions about the Universal Declaration, look carefully at some of the historic speeches, essays and reports provided here or at some of the books and articles recommended in the Bibliography.

*Start with the Universal Declaration of Human Rights itself. Consider each Article individually (as one artist did here). Remember that as Eleanor Roosevelt said, "the destiny of human rights is in the hands of all our citizens in all our communities." The destiny of human rights is **IN YOUR HANDS!***

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 cooperation 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 to 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.

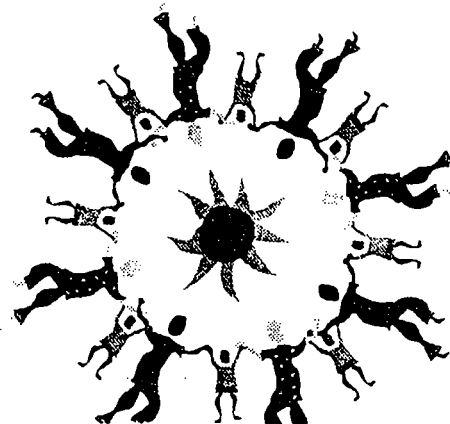
(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

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.

G.A. res. 217A (III), U.N. Doc A/810 at 71 (1948)

*Adopted at 3:00 a.m., December 10, 1948
by the General Assembly of the United Nations (without dissent)*



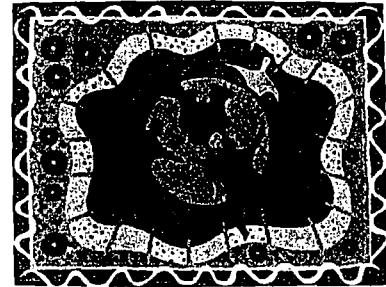
THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (1948) (Plain Language Version)

[This version is based in part on the translation of a text, prepared in 1978 for the World Association for the School as an Instrument of Peace, by a Research Group of the University of Geneva, under the responsibility of Prof. L. Massarenti. In preparing the translation, the Group used a basic vocabulary of 2,500 words in use in the French-speaking part of Switzerland. This version was printed in *ABC Teaching Human Rights, Practical Activities for Primary and Secondary Schools*, Centre for Human Rights, Geneva, in a booklet printed by the United Nations, New York, 1989, pp.21-30.]

Article 1 - When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.

Article 2 - Everyone can claim the following rights, despite

- a different sex
- a different skin color
- speaking a different language
- thinking different things
- believing in another religion
- owning more or less
- being born in another social group
- coming from another country



It also make no difference whether the country you live in is independent or not.

Article 3 - You have the right to live, and to live in freedom and safety.

Article 4 - Nobody has the right to treat you as his or her slave and you should not make anyone your slave.

Article 5 - Nobody has the right to torture you.

Article 6 - You should be legally protected in the same way everywhere, and like everyone else.

Article 7 - The law is the same for everyone; it should be applied in the same way to all.

Article 8 - You should be able to ask for legal help when the rights your country grants you are not respected.

Article 9 - Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without a good reason.

Article 10 - If you must go on trial this should be done in public. The people who try you should not let themselves be influenced by others.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (1948)
(Plain Language Version)

Article 11 - You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.

Article 12 - You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.

Article 13 - You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.

Article 14 - If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you, yourself, do not respect what is written here.

Article 15 - You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to another country if you wish.

Article 16 - As soon as a person is legally entitled, he or she has the right to marry and have a family. In doing this, neither the colour of your skin, the country you come from nor your religion should be impediments. Men and women have the same rights when they are married and also when they are separated.

Nobody should force a person to marry.

The government of your country should protect your family and its members.

Article 17 - You have the right to own things and nobody has the right to take these from you without a good reason.

Article 18 - You have the right to profess your religion freely, to change it, and to practise it either on your own or with other people.

Article 19 - You have the right to think what you want, to say what you like, and nobody should forbid you from doing so.

You should be able to share your ideas also---with people from any other country.

Article 20 - You have the right to organize peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.

Article 21 - You have the right to take part in your country's political affairs either by belonging to the government yourself or by choosing politicians who have the same ideas as you.

Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (1948)

(Plain Language Version)

Article 22 - The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) which are offered to you and to all the men and women in your country.

Article 23 - You have the right to work, to be free to choose your work, to get a salary which allows you to live and support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.

Article 24 - Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.

Article 25 - You have the right to have whatever you need so that you and your family: do not fall ill; go hungry; have clothes and a house; and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help.

The mother who is going to have a baby, and her baby should get special help. All children have the same rights, whether or not the mother is married.

Article 26 - You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as you wish. At school, you should be able to develop all your talents and you should be taught to get on with others, whatever their race, religion, or the country they come from. Your parents have the right to choose how and what you will be taught at school.

Article 27 - You have the right to share in your community's arts and sciences, and any good they do. Your works as an artist, a writer, or a scientist should be protected, and you should be able to benefit from them.

Article 28 - So that your rights will be respected, there must be an 'order' which can protect them. This 'order' should be local and worldwide.

Article 29 - You have duties towards the community within which your personality can only fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.

Article 30 - In all parts of the world, no society, no human being, should take it upon her or himself to act in such a way as to destroy the rights which you have just been reading about.



HOW THE UNIVERSAL DECLARATION OF HUMAN RIGHTS CAME TO BE WRITTEN



Eleanor Roosevelt at the United Nations 7/1/1947

HOW THE UNIVERSAL DECLARATION OF HUMAN RIGHTS CAME TO BE WRITTEN - (A brief history of events leading to the UDHR)- (Ann Pinna)

The Universal Declaration of Human Rights is a document commissioned by the United Nations in 1945 at the request of member countries after World War II and also in response to those who were outraged at the atrocities committed by the Nazis. The **HISTORY** of how the Universal Declaration of Human Rights came to be written is a long, but interesting series of events. Below is a timeline that shows how the UDHR evolved and the significant role that Eleanor Roosevelt played in its formulation.

1944 (fall) DUMBARTON OAKS (Washington, D.C.) - Allied countries meet after WW II to create an international organization to maintain world peace. (US, Great Britain, USSR, China, etc.)

1945 (Feb.-Mar.) PAN AMERICAN CONFERENCE (Mexico City) - Latin American countries fight vigorously to include a commitment to have human rights included in the UN Charter.

Over 1300 non-governmental agencies join together and put ads in newspapers demanding that human rights become an integral part of any future international organization. They call for a "clear and substantive commitment to human rights" and that it be included in the UN charter.

1945 (April-May) Conference on International Organization (San Francisco)
Representatives from 46 nations gather together to form the United Nations. The conference is pressured by 42 American organizations, acting as consultants to the US delegations as well as representatives from other countries who call for a clear protection for individual human rights.

The UN Charter is written and governments of the world legally commit themselves to "promote" and "encourage" respect for the inalienable human rights that belong to every man, woman, and child everywhere. The UN Charter gives human rights a new international legal status. (It mentioned human rights at least 5 times).

The UN Charter, Article 68 mandates that the UN Economic and Social Council set up the **Commission on Human Rights**. (It is the only subsidiary body specifically mentioned in the Charter. This newly created "Commission on Human Rights" would spend the first three years after the UN Charter was adopted in drafting the **Universal Declaration of Human Rights (UDHR)**).

The air was ripe for public acceptance of a bill of rights. The Nuremberg Trials of Nazi war criminals intensified an audience already outraged by Nazi atrocities during the war. The world demanded a confirmation of the basic rights of all citizens. Most everyone agreed these rights should be written down. "The bestial behaviour of fascist regimes...so offended the global conscience that statesmen and citizens alike began to search for international protection for some basic standard of human dignity and worth." (Johnson, *Anniversary*, p.26)

December 1945 - President Truman asks Eleanor Roosevelt to serve as US delegate to help organize the UN in London. ER is unsure of her abilities but believes the UN is the only hope for peace in this world and accepts Truman's offer. (Eleanor Roosevelt, *Autobiography*, p.29)

Jan 1946 (London)- 1st organizing meeting of the United Nations. Eleanor Roosevelt is asked to work on the **Third Committee** which deals with humanitarian, educational, and cultural questions. At first, ER has no idea what the Third Committee does, but she humbly agrees, saying they had mistakenly thought they had put her in a "safe spot" where she "couldn't do much harm." (Ironically, they were never further from the truth!)

HOW THE UNIVERSAL DECLARATION OF HUMAN RIGHTS CAME TO BE WRITTEN - (A brief history of events leading to the UDHR)- (Ann Pinna)

January 1946

The American Law Institute draws up a draft and a Panamanian delegation introduces it to the first session of the UN General Assembly. This officially puts the drafting of an international bill of rights on the UN's agenda.

Several citizen groups also submit drafts for an international bill of rights:

The American Bar Association
The American Jewish Committee
The Federal Council of Churches
The American Federation of Labor
The Women's Trade Union League
The American Association of the UN
The Commission to Study the Organization of Peace

Private citizens from 9 different countries submit drafts.

Drafts are also submitted by international non-governmental agencies:

The Inter-American Bar Association and The International League for the Rights of Man.

February 1946 - The Economic and Social Council creates the "Nuclear Commission of Human Rights."

Spring 1946-(April - May) - Hunter College, N.Y.- Opening meeting of a "Nuclear" (Preparatory) Commission on Human Rights.

This Commission was charged by the UN Economic and Social Council with the task of making recommendations concerning the structure and membership of a permanent Human Rights Commission.

The recommendations made by this "Nuclear" or "preparatory" Commission were as follows:

There are 3 main tasks for the Human Rights Commission.

1. Write a *declaration* that would name and define all the human rights, not only the traditionally recognized political and civil rights, but also the more recently recognized social, economic, and cultural rights. Basically, it would list the goals and aspirations that all men and women should enjoy in all countries of the world.
2. Since the General Assembly is not a world parliament, it would be necessary to follow the declaration by a *Covenant or Covenants* which would take the form of a treaty and would be legally binding on the countries that accept them.
3. Put in place a system for the *implementation and enforcement* of these rights. (legal force)

It was also recommended that the Human Rights Commission be composed of 18 members, each of whom would represent one of the UN governments and they should be chosen on a rotating basis with due regard to geographical distribution, except for representatives from the 5 great powers:

The United States	The United Kingdom	China
Soviet Russia,	France	

HOW THE UNIVERSAL DECLARATION OF HUMAN RIGHTS CAME TO BE WRITTEN - (A brief history of events leading to the UDHR)- (Ann Pinna)

(There would be 5 permanent seats and 13 rotating members.)

The recommendations and proposals made at this meeting were presented to and accepted by the UN Economic and Social Council.

President Truman nominates Eleanor Roosevelt as the first US representative on the Human Rights Commission. (ER is concurrently a US representative to the UN General Assembly. Her UN commitment lasted from 1945-1953.)

June 1946 - THE COMMISSION ON HUMAN RIGHTS is established by the UN Economic and Social Council. (ECOSOC)

John P. Humphrey, a Canadian lawyer, UN Secretariat, and Director of the UN's Human Rights Division, prepares a 408 page outline to direct the Commission on Human Rights in their mission. As representatives of their respective governments, their mission is to write a document that would enumerate the rights and freedoms that countries throughout the world could uphold. This was the first time a community of nations would sit down together to identify the rights and freedoms that all people on earth should enjoy for all time. They knew they were dealing with a very serious subject, and it would take the next 3 years to write and approve the UDHR.

Jan 27 -Feb. 10, 1947-COMMISSION ON HUMAN RIGHTS meets.

The following delegates are charged with creating the draft of an international bill of rights:

Eleanor Roosevelt (United States)-Chairperson

Rene Cassin (France)- Vice Chair- a distinguished French lawyer, philosopher, and outstanding public speaker who was later awarded the Nobel Peace Prize for his work on human rights.

P.C. Chang (China)-According to ER, Dr. Chang had a great sense of humor, was fun to be with, and had a Chinese proverb for every occasion. Chang is said to have "utilized Confucian philosophy to find compromise language at particularly difficult points." (Humphrey as quoted in Johnson, p. 21.)

Charles Malik (Lebanon) Rapporteur- To ER, he was a true humanitarian, an intellectual, and an able diplomat.

Also represented are delegates from the following countries:

Australia, Chile, the Philippines, the Soviet Union, the Ukrainian SSR, the United Kingdom, Uruguay, and Yugoslavia.

June 9, 1947 - 1st meeting of the COMMISSION ON HUMAN RIGHTS
(Lake Success, New York)

Their task is to contemplate Secretariat John Humphrey's 408 page outline of human rights. **Humphrey's outline included:**

- (1) blueprints presented by the governments of Chile, Cuba, Panama, the United Kingdom, and the US
- (2) elements from the constitutions of 55 other nations

HOW THE UNIVERSAL DECLARATION OF HUMAN RIGHTS CAME TO BE WRITTEN - (A brief history of events leading to the UDHR)- (Ann Pinna)

(3) recommendations from various non-governmental human rights organizations

(4) recommendations from private citizens

Before composing a document, the drafting committee has to address the legal nature of the proposed bill. Certain nations, including the US, favor a “**morally persuasive**” declaration, while other countries prefer a “**legally binding**” treaty. Eleanor Roosevelt suggests a *compromise* and includes both a *moral* and a *legal obligation* in the declaration.

Rene Cassin is chosen to compose a draft declaration based on Mr. John Humphrey’s original blueprint and it becomes the working draft of the Universal Declaration of Human Rights.

The drafting of articles continues over many months with several hurdles to overcome.

Eleanor Roosevelt writes quite extensively about the continual problems and stumbling blocks offered by the Russians and other Soviet nations. [There was]...a great deal of controversy with the Russian representatives, particularly Dr. Pavlov, who attempted at every opportunity to write a bit of Communist philosophy into the document. In addition, the Soviets made several vicious attacks on the U.S. government in regard to our discrimination policies against “Negroes” in the U.S. (Eleanor Roosevelt, *On My Own*, p.78 and 94.)

Problems and Hurdles of Overcome While Drafting the UDHR

THE COMMISSION ON HUMAN RIGHTS chaired by Eleanor Roosevelt spent thousands of hours conducting research, intensely studying how the document should be worded, engaging in debate on interpretation and translation to accommodate the myriad cultures that the document had to encompass. There was delicate negotiation as well as heated debate. Numerous recommendations from a variety of sources were considered. The committee argued and compromised. They drafted, redrafted and drafted again the language of the declaration and its meaning. Each word had to be chosen carefully and correctly translated into the language of each of the countries. Customs and other social, cultural, and political differences had to be taken into consideration and evaluated. (FERI)

One such problem arose between the US and India over the issue of the right to a free education. The US wanted the draft to read, “Everyone has a right to a primary, secondary, and higher education.” India opposed it on the grounds that they simply did not have the economic resources to afford to provide higher education to all. Thus, it became clear that it was difficult to phrase concepts acceptable to so many countries with so many diversified customs and economies that needed to be considered.

Another stumbling block concerned differences of the political systems among the member nations and western and eastern ideologies. For example, one problem the US faced was that in some matters, the Federal government had no jurisdiction over states rights unlike the Soviet Union. They could only “recommend” that the states take appropriate action. Further, a Yugoslav delegate, espousing the Soviet viewpoint, said that the drafts reflected the social and political ideals of the “middle classes” and were therefore obsolete in the modern age. In his opinion, the principle of “collectivity” rather than “individuality” should be given priority.

Over a period of time, there were several other controversies that needed to be discussed, argued, and eventually solved before agreement. (See section on PROBLEMS IN WRITING THE UDHR.)

The Commission made slow progress in drafting the legally binding Covenants and even slower progress in framing measures for implementation and enforcement of the Covenants. Late in 1947, it was decided that the next Human Rights Commission would convene in Geneva.

HOW THE UNIVERSAL DECLARATION OF HUMAN RIGHTS CAME TO BE WRITTEN - (A brief history of events leading to the UDHR)- (Ann Pinna)

Dec. 2, 1947- Geneva, Switzerland The Commission on Human Rights meets again for 2 weeks.

Chairlady Eleanor Roosevelt is chided as being a "merciless slave driver." Highly organized and tolerating no lateness to meetings, Eleanor sets up a grueling 18 hour daily work schedule for all delegates so that they can accomplish the huge task before them and go home in time for Christmas.

"After the Geneva meeting," ER writes, "the Commission on Human Rights makes steady progress, despite a good many controversies with the delegates from Communist countries" who delivered many long propaganda harangues that appeared more for the purpose of publicizing the Communist point of view than in the hope of making changes in the Declaration. (Eleanor Roosevelt, *On My Own*, p.84).

Dec. 1947- At the end of 2 weeks, the Commission on Human Rights completes a draft declaration that is satisfactory to a majority of representatives and forwards the document to member states of the UN for comment. The Commission on Human Rights considers the comments of member states, and continues to work on writing and refining an International Bill of Human Rights. This process occurs over a period of several months.

May 8, 1948 - The draft is revised again and reintroduced at the next meeting of the full Commission.

June 18, 1948 - The Commission on Human Rights revises the draft and passes its report to the UN's Economic and Social Council. Further comments are elicited from member states and more revisions ensue.

Sept., 1948 - Paris - The ECOSOC sends the draft declaration to Committee Three for a vote before being forwarded later to the UN General Assembly for a final acceptance. (ER is hopeful that it would pass Committee Three and be forwarded to the General Assembly very quickly. However, it was not meant to be.)

ER is bitterly disappointed. She says, "As the session opened I was full of confidence that we would quickly get the Declaration through the formal hearings before Committee Three [social, Cultural, and Humanitarian Committee] and have it approved by the [General] Assembly. My confidence was soon gone. We worked for two months, often until late at night, debating every word of that draft Declaration over and over again before Committee Three would approve its transmission to the General Assembly." (Eleanor Roosevelt, *On My Own*, p.85)

Finally, a draft declaration goes up for a vote before the Committee. In the final vote in Committee Three, on presenting the Declaration to the Assembly, the delegates from four Moslem countries abstained, explaining that they believed the article on religious freedom was contrary to the Koran. This was one of the biggest and most controversial setbacks. However, the question was finally resolved. Pakistan voted for acceptance of the Declaration and the draft passes with the article on religious freedom included. (Eleanor Roosevelt, *On My Own*, p. 89)

The General Assembly's Third Committee held a total of 85 meetings and considered 168 formal amendments on the declaration. The Third Committee first held a general debate and then turned to a detailed debate of every article. They studied the order of the articles and created a sub-committee to make sure that the meaning of each and every word was clearly translatable into all official languages of the UN. Over 1400 separate votes were taken on various issues. Although tedious, the process had a positive effect in so far as representatives of the 58 member nations were able to express their views, become actively involved in the process of drafting the declaration, begin to understand one another's varying views, and commit themselves to the principles in the document. President

HOW THE UNIVERSAL DECLARATION OF HUMAN RIGHTS CAME TO BE WRITTEN - (A brief history of events leading to the UDHR)- (Ann Pinna)

Evatt stated: "A real enthusiasm gripped all its [Third Committee] members. Even those who began their work rather skeptical of the possibilities of action in this field were before long caught up in the spirit of the undertaking and began to take an active and genuinely interested part." (Dr. William Korey, *"Eleanor Roosevelt and the Universal Declaration of Human Rights"*, p. 23)

Dec. 6, 1948, the Third Committee adopts the declaration and sends it to the General Assembly for final consideration by all the nations of the world.

Dec. 10, 1948 (3 a.m.) After more debate, the UN GENERAL ASSEMBLY calls for a vote of the member states of the UN to adopt the Universal Declaration of Human Rights. (UDHR.)

Finally, despite differences in culture, political systems, geographic location, and economic circumstances, a common consensus was achieved and The Universal Declaration of Human Rights was adopted without dissent.

**48 nations vote YES
8 nations abstained
2 nations were absent**

The Soviet Union and its satellite countries, China, and South Africa were among the nations who abstained.

ER says, "In the end there was no vote cast against the Declaration in the General Assembly, but there were some disappointing abstentions." Listed below are the countries who abstained and their reasons why:

- **"The Soviet Union and its satellite countries abstained, since the Russian delegate contended that the Declaration put emphasis mainly on 'eighteenth-century rights' and not enough economic, social and cultural rights."**
- **"The delegate from Saudi Arabia, Jamil M. Baroody, abstained, saying that he was quite sure King Ibn Saud would not agree with Sir Zafrulla in interpreting the Koran."**
- **"South Africa also abstained, I was sad to note; its delegate said that they hoped to give their people basic human rights, but that the Declaration went too far."**

It would take 18 years to forge agreement on the Human Rights Covenants and another 11 years after that to ratify the treaties. (Eleanor Roosevelt, *On My Own*, p. 89)

Sources:

Franklin and Eleanor Roosevelt Institute Website (FERI), <http://www.udhr50org>

Johnson, M. Glen. "Writing the Universal Declaration of Human Rights" in *The Universal Declaration of Human Rights, 45th Anniversary, 1949-1993*. New York: UN Educational Scientific and Cultural Organization, 1994.

Korey, William. "Eleanor Roosevelt and the Universal Declaration of Human Rights" in *Eleanor Roosevelt-Her Day* by David A. Gurewitsch, M.D. New York: Interchange Foundation, 1973.

Roosevelt, Eleanor. *The Autobiography of Eleanor Roosevelt*. New York: DaCapo Press, 1989.

Roosevelt, Eleanor. *On My Own*. New York: Harper and Brothers Publishers, 1958.

ELEANOR ROOSEVELT
AND
THE UNIVERSAL DECLARATION OF HUMAN RIGHTS



Eleanor Roosevelt, E. Gross, and P.C. Jessup at a United Nations Meeting, Paris 9/22/1948



Eleanor Roosevelt regarded the Universal Declaration as her greatest accomplishment.

Eleanor Roosevelt

"Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world."

Eleanor Roosevelt

Although she had already won international respect and admiration in her role as First Lady to President Franklin D. Roosevelt, Eleanor Roosevelt's work on the Universal Declaration of Human Rights would become her greatest legacy. She was without doubt, the most influential member of the UN's Commission on Human Rights.

Unlike most other members of the Commission, Mrs. Roosevelt was neither a scholar nor an expert on international law. Her enthusiasm for her work at the United Nations was rooted in her humanitarian convictions and her steady faith in human dignity and worth. Although she often joked that she was out of place among so many academics and jurists, her intellect and

compassion were great assets, and proved to be of crucial importance in the composition of a direct and straightforward Universal Declaration of Human Rights.

With characteristic modesty, Eleanor Roosevelt considered her position on the Commission to be one of ambassador for the common man and woman: "I used to tell my husband that, if he could make me understand something, it would be clear to all other people in the country, and perhaps that will be my real value on this drafting commission!"

The delegates to the Commission on Human Rights elected Eleanor Roosevelt their Chairperson. Like so many individuals throughout the world, the delegates recognized Eleanor Roosevelt's unparalleled humanitarian convictions. During her tenure in the White House she had assisted her physically disabled husband in political matters, serving as his "eyes and ears," traveling throughout the U.S. to gauge the mood of the people. Through this work, she became widely esteemed as a person who both understood and felt the plight of the common man and woman.

Even prior to her years in the White House, Eleanor Roosevelt was actively engaged in politics and advocacy on the local and national level. She was an astute, accomplished, and intelligent woman, thoroughly familiar with the world of political negotiation. Just as she had served as a liaison of sorts between the President and his constituency, so she acted as a liaison between the Commission and the hopes of humanity. She may have lacked certain factual knowledge, but she had a keen sense of what the average person expected out of life - what men, women and children needed to flourish as individuals.

Her common sense approach, constant optimism and boundless energy were integral to the smooth facilitation of meetings. On any given issue, her colloquial style and good humor were engaged not only to win over the majority of delegates who generally supported a particular U.S. position, but to confound those who opposed it. A New York Times reporter who was present at the Commission meetings wrote of the power Mrs. Roosevelt's personality had over certain unreasonable diplomats:

The Russians seem to have met their match in Mrs. Roosevelt. The proceedings sometimes turn into a long vitriolic attack on the U.S. when she is not present. These attacks, however, generally denigrate into flurries in the face of her calm and undisturbed but often pointed replies.

If Mrs. Roosevelt made one sort of impression with her familiar style, she made another with her commitment to produce a universally accepted, "living" declaration. She was recognized as a tireless worker, stating triumphantly at one point, "I drive hard and when I get home I will be tired! The men on the Commission will be also!" Many of the delegates found this aspect of her personality less agreeable than her charm. One went so far as to suggest that his own human rights were violated by the length of the meetings!

Envisioning a declaration with enduring principles that would be perpetually recognized by all nations, she was a strong advocate of true universality within the Declaration. She was adamant that different conceptions of human rights be deliberated during the UDHR's composition:

We wanted as many nations as possible to accept the fact that men,

for one reason or another, were born free and equal in dignity and rights, that they were endowed with reason and conscience, and should act toward one another in a spirit of brotherhood. The way to do that was to find words that everyone would accept.

Eleanor Roosevelt's personal sense of accomplishment with the finished Declaration was unparalleled in her life. Her speech before the General Assembly as she submitted the Declaration for review demonstrates the historical significance she placed upon its adoption:

We stand today at the threshold of a great event both in the life of the United Nations and in the life of mankind. This declaration may well become the international Magna Carta for all men everywhere. We hope its proclamation by the General Assembly will be an event comparable to the proclamation in 1789 [of the French Declaration of the Rights of Man], the adoption of the Bill of Rights by the people of the U.S., and the adoption of comparable declarations at different times in other countries...

Eleanor Roosevelt's concern for humanity made her the driving force behind the Universal Declaration of Human Rights. Her leadership of the Commission on Human Rights led to the composition of a Declaration that has endured as a universally accepted standard of achievement for all nations. As our respect for and understanding of the Universal Declaration has grown, so too has our gratitude and admiration for this modest woman who passionately pursued what she imagined would become a cornerstone in the struggle for human rights and fundamental freedoms for everyone - everywhere.

She lived her life in the center of what many would regard the Twentieth Century's most consequential events, the Great Depression, World War II, the establishment of the United Nations and the adoption of the Universal Declaration of Human Rights. She confronted both opportunity and adversity with a sense of optimism and determination. A former Democratic presidential candidate, Adlai Stevenson, once said of Eleanor Roosevelt, "She would rather light a candle than curse the darkness."



Eleanor Roosevelt on Human Rights:

Universal Declaration of Human Rights (December 10, 1948) United Nations.

The Universal Declaration is the primary international articulation of the fundamental and inalienable rights of all members of the human family. It represents the first comprehensive agreement among nations as to the specific rights and freedoms of all human beings. The Declaration has become a cornerstone of customary international law, binding all governments to its principles.

Human Rights and Human Freedom: An American View (1946) Eleanor Roosevelt

As a member of the United States delegation to the United Nations General Assembly, Mrs. Roosevelt debates Andrei Vishinsky, chief Soviet delegate, over the proposed amendment that no propaganda should be permitted in refugee camps against the interests of the United Nations or its members. The success of her argument, based on the idea that such an amendment would violate human rights by restricting freedom of speech and expression, strengthened Mrs. Roosevelt's position as a leading voice in the international defense of human rights.

The Promise of Human Rights (April 1948) Eleanor Roosevelt.

This article, from the journal *Foreign Affairs*, provides a brief history of the Commission on Human Rights and its efforts to write a draft international Bill of Human Rights, including a Declaration and a Convention. Mrs. Roosevelt discusses both documents, including the articles she thinks are of vital importance, and her views on the Commission's work in general.

Making Human Rights Come Alive (1949) Eleanor Roosevelt.

This speech to the Second National Conference on UNESCO reflects on the Universal Declaration and the problems that had to be overcome in writing a truly international document. Mrs. Roosevelt cites the difficulties in searching for appropriate wording and precedents in law and especially in bridging the gaps between cultures.

Statement on Draft Covenant on Human Rights (1951) Eleanor Roosevelt.

The American delegation proposes that the Draft Covenant be divided into two separate documents of equal importance to be considered for adoption simultaneously; one for civil and political rights and the other for economic, social, and cultural rights. Mrs. Roosevelt argues that differences in terms of the time, methods and machinery needed to implement the various provisions make such a division a practical step.

On the Draft Convention on Political Rights of Women (1953) Eleanor Roosevelt.

Discussing the specific articles of the Convention, Mrs. Roosevelt argues that the objectives of the United Nations are not only to encourage equal political rights for women in all countries, but also to ensure that women fully participate in directing the policy making of their governments.

In Your Hands (March 27, 1958) Eleanor Roosevelt.

Presenting a "guide to community action" on the eve of the Universal Declaration's Tenth Anniversary, Mrs. Roosevelt declares that "the destiny of human rights is in the hands of all our citizens in all our communities." She urges people to improve human rights conditions "in small places, close to home" as the first step towards global progress.

HISTORICAL BACKGROUND

TIMELINE



Eleanor Roosevelt and Truman in Kansas City, Missouri 6/23/1959

Ongoing Struggle for Human Rights

The Universal Declaration of Human Rights

Early Civilization	Codes associated with such names as Menes, Hammurabi, Moses, Draco, Solon and Manu outline standards of conduct for fairly homogenous groups within limited territorial jurisdictions; international law not yet born. Many great religions are precursors of human rights in their requirements to treat fellow humans with dignity and help provide for each other's needs as the basis for a good community.
Greek city-states	Political rights (and duties) are conferred upon free male citizens.
27 B.C.- 476	Roman Empire develops natural law; rights of citizens.
476-1453	Medieval theology holds that infidels and barbarians are not entitled to humanistic considerations.
1215	Britain's King John is forced by his lords to sign the Magna Carta acknowledging that free men are entitled to judgment by their peers and that even a sovereign is not above the law.
1492-1537	Colonization of Western Hemisphere culminates in massacre of the Incas by the Spanish Conquistadors causing some theologians to challenge the means employed to enforce God's laws.
1583-1645	Hugo Grotius, Dutch jurist credited with the birth of international law, speaks of brotherhood of humankind and the need to treat all people fairly.
1628	British Petition of Rights is adopted.
1634	Maryland is founded as a Catholic colony with religious tolerance.
1647	Rhode Island assembly drafts constitution established freedom of conscience, separating church and state.
1648	Treaty of Westphalia ends Thirty Years' War, which split Germany into hostile religious camps. Europe reorganizes into a pluralistic, secular society of states.
1689	British Bill of Rights is adopted; John Locke sets forth the notion of natural rights of life, liberty and property.
1776	U.S. Declaration of Independence proclaims that "all men are created equal" and endowed with certain inalienable rights.
1783	The Massachusetts Supreme Court outlaws slavery in that state, citing the state's bill of rights that "all men are born free and equal."

- 1785 Virginia Statute of Religious Freedom written by Thomas Jefferson passes Virginia House of Burgesses. (Jefferson ranked this along with Declaration of Independence and founding University of Virginia as one of his most significant accomplishments).
- 1787 The delegates of the Constitutional Convention adopt the United States Constitution. Nine states ratify it the following year.
- 1789 French Declaration of the Rights of Man and the Citizen is adopted.
- 1791 U.S. Bill of Rights incorporates notions of freedom of speech, press, and fair trial into the new U.S. Constitution.
- 1793 Henri Gregoire, Bishop of Blois, proposes a code of immutable principles whereby "the private interest of one nation would be subordinated to the general interest of the human family." (Proposal defeated.)
- 1807 The United States Congress outlaws the importation of African slaves into the United States. Nevertheless, some 250,000 slaves are illegally imported between 1808 and 1860.
- 1815 The Congress of Vienna is held by states that defeated Napoleon. International concern for human rights is demonstrated for first time in modern history. Freedom of religion is proclaimed, civil and political rights discussed, slave trade condemned.
- 1830 Congress passes the Indian Removal Act in order to free land for settlement, forcing 70,000 Native Americans to relocate in what came to be known as the "Trail of Tears." Many Native Americans died on the long treks westward.
- 1833 Great Britain passes Abolition Act, ending slavery in the British Empire.
- 1841 Russia, France, Prussia, Austria, and Great Britain sign the Treaty of London abolishing slavery.
- 1848 Some 200 women and men meet in Seneca Falls, New York, to draft a "bill of rights" outlining the social, civil, and religious rights of women.
- 1857 In the Dred Scott case, the Supreme Court ruled that African Americans could not be free nor could they be citizens. The case was later overturned in the Civil Rights Act of 1866.
- 1863 On January 1, United States President Abraham Lincoln issues the Emancipation Proclamation, declaring that "all persons held as slaves within any State, or designated part of a State, the people whereof shall be in rebellion against the United States" are "forever free."
- 1865 The Thirteenth Amendment to the United States Constitution,

- abolishing slavery in the United States, takes effect on December 18.
- 1868 The Fourteenth Amendment to the United States Constitution is ratified on July 28. The amendment prohibits abridgment of citizenship rights and reaffirms the principles of due process and equal protection of the law for persons born or naturalized in the United States and subject to the laws thereof.
- 1870 The Fifteenth Amendment to the Constitution, which states that "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," goes into effect on March 30.
- 1885 Berlin Conference on Africa passes antislavery act.
- 1890 Brussels Conference passes antislavery act.
- 1907 Central American Peace Conference provides for the right of aliens to appeal to courts where they reside.
- 1914 Great War begins. With new weapons, civilian populations become victims of expanded warfare. As a reaction, a new sense of international morality begins to emerge.
- 1915 Massacre of Armenians perpetrated by Turks.
- 1919 At end of World War I, Treaty of Versailles requires that Kaiser Franz Josef be placed on trial for a "supreme offense against international morality and the sanctity of treaties." He escapes, but for the first time in history, nations seriously consider imposing criminal penalties on heads of state for violations of fundamental human rights. At Versailles, other treaties stress minorities' rights, including right to life, liberty, freedom of religion, right to nationality of the state of residence, complete equality with other nationals of the same state, and exercise of civil and political rights.
- The International Labour Organization (ILO) is established to advocate human rights represented in labor law, encompassing concerns such as employment discrimination, forced labor, and worker safety.
- 1920 League of Nations Covenant requires members to "endeavor to secure and maintain fair and humane conditions of labor for men, women and children," "secure just treatment of the native inhabitants of territories under their control, "and take measures for the prevention and control of disease." Out of these provisions grows work of International Labour Organization.
- The Nineteenth Amendment to the United States Constitution, granting women the right to vote, is ratified on August 26.

- 1924 The Snyder Act is approved by the United States Congress, admitting all Native Americans born in the United States to full U.S. citizenship.
- 1926 Geneva Conference passes Slavery Convention.
- 1930 Convention Concerning Forced or Compulsory Labor (ILO) is adopted.
- 1933 In a 100-day special session, Congress passes President Franklin D. Roosevelt's "New Deal," guaranteeing social and economic measures for workers.
- 1934 The United States Congress passes the Indian Reorganization Act, which restores tribal ownership of reservation lands and establishes a credit fund for land purchases by Native Americans.
- 1933-1945 Adolph Hitler's Nazi regime comes to power in Germany on January 30, 1933. The period from this date through the end of the War in Europe (May 8, 1945) is remembered as the "Holocaust".
- 1933-1939 A series of discriminatory laws are passed in Germany (the "Laws of April" and the "Nuremberg Laws") which progressively exclude people of Jewish ancestry from employment, education, housing, healthcare, marriages of their choice, pension entitlements, professions such as law and medicine, and public accommodations such as theatres, cinemas and vacation resorts. Germany begins murdering physically and mentally disabled people by gas, lethal injection and forced starvation.
- 1939 Germany invades Poland thus beginning the Second World War.
- 1939-1945 During World War II, 6 million European Jews are exterminated by Hitler's Nazi regime. Millions of others civilians (Gypsies, Communists, Soviet POWs, Poles, Ukrainians, people with disabilities, labor unionists, "habitual" criminals, Socialists, Jehovah's Witnesses, homosexuals, Free Masons and indigent people such as vagrants and beggars) are forced into concentration camps, subjected to ghastly "medical" experiments, starved, brutalized, murdered.
- 1941 United States President Franklin D. Roosevelt, in a speech before the United States Congress, identifies "Four Freedoms" as essential for all people: freedom of speech and religion, freedom from want and fear.
- United States President Franklin D. Roosevelt and British Prime Minister Winston Churchill adopt the Atlantic Charter, in which they state their hope, among other things, "that all men in all the lands may live out their lives in freedom from want and fear."
- 1942 Following the attack on the United States by Japan on December 7, 1941, the U.S. government forcibly moves some 120,000

Japanese-Americans from the western United States to detention camps; their exclusion lasts three years. Some 40 years later, the government acknowledges the injustice of its actions with payments to Japanese-Americans of that era who are still living.

Rene Cassin of France urges that an international court be created to punish those guilty of war crimes.

1945 The United Nations (UN) is established. Its Charter states that one of its main purposes is the promotion and encouragement of "respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language or religion." Unlike the League of Nations Covenant, the Charter underscores the principle of individual human rights.

1946 Commission on Human Rights established by the UN Economic and Social Council (ECOSOC).

Commission on the Status of Women is established by ECOSOC (where it was originally a sub-commission of the Commission on Human Rights).

1948 Convention on the Freedom of Association and Protection of the Right to Organize (ILO); Declaration of the Rights of Man by the Organization of American States (OAS); and Convention on the Prevention and Punishment of the Crime of Genocide (UN) are adopted.

UN General Assembly adopts the Universal Declaration of Human Rights ¾ the primary international articulation of the fundamental and inalienable rights of all members of the human family, and the first comprehensive agreement among nations as to the specific rights and freedoms of all human beings.

1949 Convention on the Right to Organize and Collective Bargaining (ILO) is adopted.

Geneva Conventions provide standards for more humane treatment for prisoners of war, the wounded, and civilians. Statute of Council of Europe asserts that human rights and fundamental freedoms are the basis of the emerging European system.

1950 European Convention on Human Rights; Convention for Suppression of Traffic in Persons and Exploitation of Prostitution of Others (UN) are adopted.

United States Senator Joseph McCarthy launches a vigorous anti-Communist campaign, charging, but not substantiating, treachery among the top ranks of the U.S. government. The United States Senate eventually condemns McCarthy for his conduct.

- 1951 Convention on the Status of Refugees (UN) is adopted.
- 1952 The Immigration and Naturalization Act ends the last racial and ethnic barriers to naturalization of aliens living in the United States.
- 1953 European Commission on Human Rights and Court of Human Rights are created; Convention on Political Rights of Women (UN) is adopted.
- 1954 The United States Supreme Court rules in *Brown v. Board of Education* that racial segregation in public schools is unconstitutional.
- 1957 Convention on Nationality of Married Women (UN); Convention Concerning Abolition of Forced Labor (ILO); Convention Concerning Indigenous and Tribal Populations (ILO) are adopted.
- The United States Congress approves a civil rights bill, to protect voting rights for African-Americans. It is the first civil rights bill since the Reconstruction period, which immediately followed the Civil War.
- 1958 Convention Concerning Discrimination in Employment and Occupation (ILO) is adopted.
- 1960 Inter-American Commission on Human Rights is established, advisory to the Organization of American States; the Convention Against Discrimination in Education is adopted by the UN Educational, Scientific and Cultural Organization (UNESCO).
- 1961 European Social Charter defines economic and social rights for member States of the Council of Europe.
- 1962 The National Farm Workers (later known as the United Farm Workers of America) is organized by Cesar Chavez to protect migrant American farm workers, most of whom were Hispanic.
- 1964 The Omnibus Civil Rights Bill bans discrimination in voting, jobs, public accommodation, and other activities is adopted.
- Martin Luther King, Jr. wins the Nobel Peace Prize.
- 1965 A new Voting Rights Act authorizes the U.S. government to appoint examiners to register voters where local officials have made African-American registration difficult.
- International Convention on the Elimination of All Forms of Racial Discrimination (UN) is adopted.
- 1966 International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights (UN) are adopted and opened for signature. Together these documents further developed rights outlined in the Universal Declaration for

Human Rights.

International Convention on Elimination of All Forms of Racial Discrimination (UN) is adopted.

1967 Convention on Non-Applicability of Statutory Limitations to War Crimes and Crimes Against Humanity (UN) is adopted.

1968 First World Conference on Human Rights is held in Tehran. The United Nations convened member States to evaluate the failures and successes of human rights promotion since the adoption of the Universal Declaration of Human Rights and to work toward the elimination of racial discrimination and apartheid.

Rene Cassin wins the Nobel Peace Prize.

1969 American Convention on Human Rights (OAS) is adopted.

1972 The United States Senate approves a constitutional amendment, the Equal Rights Amendment, banning discrimination against women because of their sex. The amendment is later defeated for lack of sufficient ratification among the states.

1973 International Convention on Suppression and Punishment of the Crime of Apartheid (UN) is adopted.

1975 Final Act of the Helsinki Conference on Security and Cooperation in Europe (CSCE) affirmed the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights. The conference established an on-going forum for East-West communication on human rights and humanitarian issues. This framework for international communication inspired the creation of many NGOs and citizens groups that would help monitor human rights and demand compliance with standards set by the UN and member States.

Declaration on Rights of Disabled Persons (UN) is adopted.

Andrei D. Sakharov wins the Nobel Peace Prize.

1976 International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights enter into force after sufficient ratification among UN member States.

1977 United States signs the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights.

A human rights bureau is created within the United States Department of State. Its first reports on human rights are issued that year.

- Amnesty International wins the Nobel Peace Prize.
- 1979 The Code of Conduct for Law Enforcement Officials (UN) and Convention on the Elimination of All Forms of Discrimination Against Women (UN) are adopted.
- 1980 The United States Supreme Court orders the federal government to pay some \$120 million dollars to eight tribes of Sioux Indians in reparation for Native American land seized illegally by the government in 1877.
- United States signs the Convention on the Elimination of All Forms of Discrimination Against Women.
- 1981 African Charter of Human and People's Rights is adopted by the Organization for African Unity (OAU).
- Declaration on the Elimination of All Forms of Intolerance Based on Religion or Belief was adopted after nearly 20 years of drafting (UN).
- 1982 Principles of Medical Ethics (UN) is adopted.
- 1984 Convention Against Torture and Other Cruel, Inhumane or Degrading Treatment or Punishment (UN) is adopted.
- Desmond Tutu wins the Nobel Peace Prize.
- 1985 Committee on Economic, Social, and Cultural Rights established (UN).
- International Convention against Apartheid in Sports (UN) is adopted.
- Nairobi Forward-looking Strategies for the Advancement of Women (UN) is adopted.
- The United States Senate votes to impose economic sanctions on South Africa in protest against the government's apartheid policy.
- 1986 Declaration on the Right to Development (UN) is adopted.
- 1988 After 40 years of lobbying by non-governmental organizations, the United States ratifies the Convention on the Prevention and Punishment of the Crime of Genocide (the "Genocide Convention").
- 1989 In Tiananmen Square, Chinese authorities massacre student demonstrators struggling for democracy.
- Convention on the Rights of the Child (UN) and the Second Optional Protocol to the International Covenant on Civil and Political Rights, aiming at the abolition of the death penalty (UN) are adopted.
- 1989 Dalai Lama wins the Nobel Peace Prize.

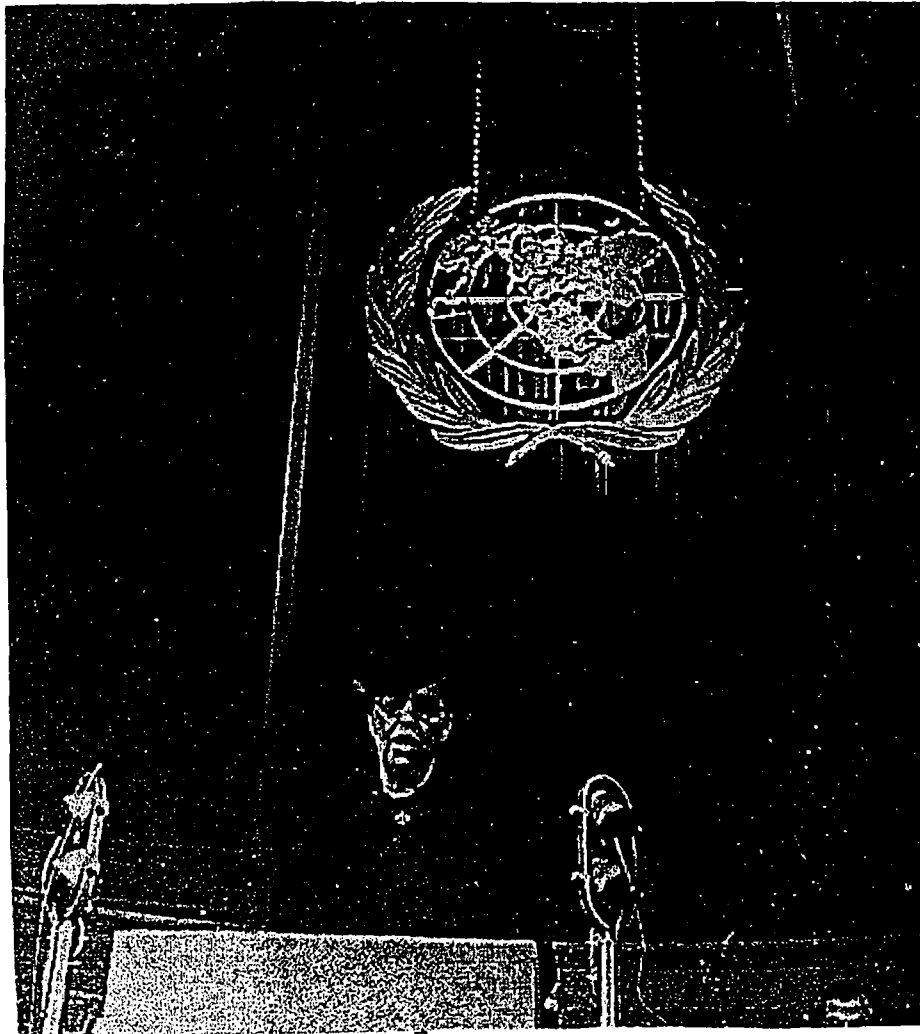
- 1990 The Americans With Disabilities Act is signed into law, establishing "a clear and comprehensive prohibition of discrimination on the basis of disability."
- Adoption by the World Summit for Children of the World Declaration on the Survival, Protection and Development of Children and of the Plan of Action for Implementing the World Declaration.
- International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (UN) is adopted.
- 1991 Aung San Suu Kyi wins the Nobel Peace Prize.
- 1992 United States ratifies the International Covenant on Civil and Political Rights.
- Security Council resolution to deploy the United Nations Protection Force in the former Yugoslavia (UN) is adopted.
- Security Council resolution condemns "ethnic cleansing" in Bosnia and Herzegovina (UN). Security Council resolution demands that all detention camps in Bosnia and Herzegovina be closed (UN).
- Rigoberta Menchu wins the Nobel Peace Prize.
- 1993 Criminal Tribunal on the Former Yugoslavia is established in the Hague as an ad hoc international tribunal to prosecute persons responsible for crimes against humanity and war crimes since 1991. These trials represent the first international war crimes tribunal since the Nuremberg Trials following WWII.
- The Second World Conference on Human Rights convenes in Vienna, where Vienna Declaration and Programme of Action is adopted. The UN agrees to establish a post of High Commissioner for Human Rights.
- United Nations General Assembly creates post of High Commissioner for Human Rights.
- 1994 – 2005 UN Decade for Human Rights Education is declared on December 23 (UN).
- 1994 Emergency session of the Commission on Human Rights convenes to respond to genocide in Rwanda.
- The first UN High Commissioner for Human Rights, Jose Ayala Laso, takes his post.
- United States ratifies the International Convention on the Elimination of All Forms of Racial Discrimination and the Convention Against

Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment.

United States signs the Convention on the Rights of the Child.

- 1995 Beijing Declaration at the World Conference on Women declares "Women's rights are human rights." The Platform for Action designed at the conference contains dozens of references to human rights pertaining to women.
- 1996 Jose Ramos Horta and Bishop Bello win the Nobel Peace Prize.
- 1997 Mary Robinson, former President of the Republic of Ireland, becomes the second UN High Commissioner for Human Rights.
- 1998 50th Anniversary of the Universal Declaration of Human Rights marks a cornerstone event in humanity's struggle to recognize, promote, and protect human rights and fundamental freedoms.

<http://www.udhr50.org/history/timeline.htm>



Eleanor Roosevelt at the United Nations Meeting in London 1/00/1946

EDUCATIONAL MATERIALS

**QUESTIONS FOR DISCUSSION OR JOURNAL
WRITING (ANSWERS ARE PROVIDED)**

LESSON PLANS

COOPERATIVE LEARNING GROUP ACTIVITIES

PROJECTS

SIMULATIONS & ROLE PLAYING

OTHER ACTIVITIES



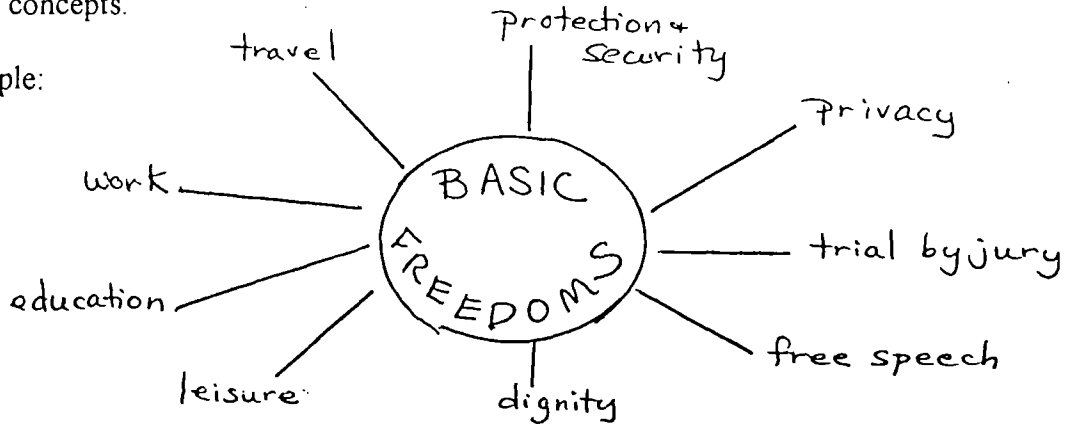
Lesson Plan :Becoming Acquainted with The Universal Declaration of Human Rights

Ann Pinna, former teacher at Todd Middle School, Poughkeepsie, N.Y. (for social studies and English classes.) Time period: 1-2 days.

Brainstorming --(Teacher-directed, but, students may also work in groups if teacher prefers.)

1. Ask students to think of basic freedoms we as Americans enjoy today. Put students' suggestions on Board or Overhead (or select a student to write on Board or Overhead for you)
2. Use a WEB technique and one or two key words so students can more readily assimilate words and key concepts.

Example:



Questions for Discussion

3. Discuss how these rights guarantee a high standard of living and a quality life.
4. Ask what might happen if we did not have these rights. What would America be like? How would it change the way you live and the way you relate to others? How would America's standard of living be altered?
5. What role does the government have in ensuring and protecting these rights? What would happen if these rights were not protected or maintained?
6. Ask students what responsibilities each individual must have to himself and to others if he wishes these rights to be continued.
7. Relate America and the rights US citizens enjoy to other countries where these rights are not present. What are the consequences? Ask students to give suggestions to remedy the situation.
8. Compare and match the rights students brainstormed and cited on the Web with the actual Universal Declaration of Human Rights document. (Display a blown-up version of the UDHR on the Board or Overhead so students can see it. Ask students to find the correct article that matches one on the Web and read it aloud.
9. Finally, have students draw a picture, make a collage, diorama, write a skit, etc., applying what they learned. Invite Afro-Americans, immigrants, Holocaust survivors to speak and launch discussion. Play music with Human Rights themes and discuss.

Universal Declaration of Human Rights - Cooperative Learning Groups Project -Ann Pinna, former teacher at Todd Middle School, Poughkeepsie, N.Y. (for social studies and English classes.) Time period: 3-4 days.

1. Divide the class into cooperative learning groups.
2. Assign each group one of the Articles in the Universal Declaration of Human Rights. (Have students copy the Article down on paper or distribute a copy of the article to them).
3. Have each group discuss what the Article means--(the specific human right that is stated in the Article) as it applies to them. What does it mean? How does it enhance their standard of living and way of life here in America?
4. Distribute poster paper and markers and have students make a list of their ideas and write it clearly on the poster paper..
5. Have students select a speaker from the group. At a designated time allow the speaker to stand and explain the findings of his group. Post each group's poster on the Bulletin Board in order for students to see the various rights as stated in the UDHR. You may ask that students draw a picture, symbol, caricature, or cartoon representing the Article or right.
6. On another day, the teacher may want to bring the cooperative groups to the library. Assign each group a research topic dealing with abuses of human rights both domestic and foreign. Possible topics may include:

KKK	IRA
Native Americans	Israel/Palestine
Child Abuse	Bosnia/Serbia
Gender Equality	Rwanda
Racism	Sweatshops
7. Have students spend time in the library researching, taking notes, and discussing their assigned topic. Ask students to explore the right that is being abused, where it is being abused and by whom, cite perpetrator and victim, and reasons why. Pass out poster paper and markers and give students time to make a pictorial representation of their research findings. Some may want to cut out pictures from newspapers and magazines or to get pictures from the computer. Students may use symbols and make cartoon drawings if they wish.(Collage,diorama,puzzle, etc.)
8. Return to class and have students prepare for class presentation and sharing. Have students select a spokesperson for their group and allow the speaker to present his group's research findings and to show his poster or collage, or other visual representation. Be sure to hang poster,etc. on the Bulletin Board for display. Allow class to ask questions and make comments concerning the presenter's information. Ask questions and input of all group members if possible.
9. Finally, as an entire class, discuss ways countries and individuals can avoid abuses and enforce human rights here and around the world. Discuss responsibilities one must have to preserve these rights.

Eleanor Roosevelt and the Universal Declaration of Human Rights (Questions for Discussion or Journal Writing)

(by Ann Pinna)

1. What are human rights?
2. What is the difference between human rights and civil rights?
3. What is the historical background or context surrounding human rights?
4. What role did Eleanor Roosevelt play in the promotion of human rights?
5. Why do you think it was necessary for the United Nations to formulate and write down a list of human rights?
6. What is the Universal Declaration of Human Rights?
7. Name some of the human rights listed in The Declaration of Human Rights.
8. Which of these rights do you agree with? Give reasons why you feel the way you do. Which of these rights do you disagree with? Give reasons why you feel the way you do.
9. What foreign countries do you read about today who are not upholding any of these rights? Explain what is happening and the reasons why.
10. What international machinery exists today to help[guarantee and protect human rights? Are they effective? Defend your position.
11. What do you suggest can be done to make sure these countries will abide by The Declaration of Human Rights?
12. What violations of basic human rights do you see here in the U.S.? Why? What suggestions can you give to stop this situation?
13. What socio-economic issues do you see that need to be addressed in the US at the present time and what is your opinion about these issues? (Poverty, Welfare Reform, Gender Equality -women in Congress, a female President)
14. What are your feelings concerning racism, intolerance, and prejudice here in the US? in your city? in your school? in your classroom? Give specific examples where you, a friend, or someone you know encountered a situation where racism or intolerance of any sort was present. Explain fully. Tell how this situation could have been avoided and give reasons why you feel the way you do.
15. What would happen if a new student entered your classroom----a person who didn't look like you, dress like you, thinks differently than you, and even worships differently than you. Would

Eleanor Roosevelt and the Universal Declaration of Human Rights (Questions for Discussion or Journal Writing)

(by Ann Pinna)

you try to be friends with him/her or try to stay away? Why? Explain. What might be the repercussions of your actions?

16. What are stereotypes? Give examples. How are stereotypes perpetuated? What is the danger of believing in stereotypes?

17. Anne Frank wrote in her diary: "In spite of everything, I still believe people are really good at heart." Do you agree or disagree with this statement? Why or why not? Support and defend your opinion by giving an example which proves your point. You may cite examples from history, current events, or your own life experience.

18. What is meant by the statement: "For evil to win out over good, it is necessary for the good to do nothing"? How does it relate to you when faced with a situation involving prejudice? Give an example. If you can, talk about your own experience or the experience of someone you know which involved sticking up for a moral principle, even though it was an unpopular position. Tell why it's important to say "no" to prejudice and intolerance and "yes" to becoming your "brother's keeper."

19. Explain the significance of the following quote: "In Germany they first came for the Communists and I didn't speak up because I wasn't a Communist. Then they came for the Jews and I didn't speak up because I wasn't a Jew. Then they came for the trade unionists, and I didn't speak up because I wasn't a trade unionist. Then they came for the Catholics, and I didn't speak up because I was a Protestant. Then they came for me---and by that time, no one was left to speak up." Relate this quote to human rights and to events in history and today.

20. How do you believe peace can be achieved in the world? What part can you play in your school and community to help achieve this goal?

21. What non governmental organizations exist that do much to promote human rights and peace in the world? What can you do to become actively involved in these organizations?

22. Can human rights exist without democracy? Must there be a "universal aspiration to democracy" if human rights are to exist at all? Explain.



Eleanor Roosevelt and Mary McLeod Bethune in New York City 11/12/1960

ANSWERS TO QUESTIONS FOR JOURNAL WRITING OR DISCUSSION

(Ann Pinna)

1. What are basic human rights?

Human rights consist of basic, innate freedoms that every possesses as a human being such as the right to live a happy and healthy life, free of governmental abuse, where one can have a job, ample food, good health, and the responsible freedom to pursue one's goals with dignity.

2. What is the difference between human rights and civil rights?

Human rights are basic to each individual simply because each individual has the right to live a dignified and humane existence. They are natural and fundamental to one's being.

Civil rights are rights and privileges granted by the government. Examples are the right to drive at age 16, the right to vote at age 18, and the right to drink alcohol at age 21.

3. What is the historical background or context surrounding human rights?

The basis of human rights can be found in past documents and speeches down through the ages. Scholars, philosophers, theologians, and other thinkers have alluded to or discussed human rights in their works. The following is an historical listing of references and explanations of human rights

- The Code of Hammurabi - Ancient Babylonia- BC
- The Ten Commandments - Old Testament of the Bible - called for respect and protection of certain fundamental individual rights. ex.the freedom to have property and possessions without encroachment by others.
- Magna Carta - 1215 - England - acknowledges right to a fair trial and states that even a sovereign is not above the law.
- The US Bill of Rights - American Constitution 1797 -gave Americans freedom of speech, the right to assemble, the right to bear arms, the freedom to worship as one pleases, etc.(Note also the various amendments to the US Constitution and the rights each guarantees.)
- Emancipation Proclamation - 1863 - freedom from slavery
- Gettysburg Address - 1864 - a fair government -of the people, by the people, and for the people.
- French Declaration of the Rights of Man - 1864
- Hague Convention - 1899 - established humanitarian rules for naval warfare
- League of Nations - 1920 -created after WWI to avoid excess brutality and ensure peace. It called for "fair and humane" conditions of labour for men, women and children." It also attempted to protect the rights national minorities in certain countries.
- Geneva Convention - 1926 - protected medical installations and personnel during wartime.
- Atlantic Charter - Franklin D. Roosevelt's "Four Freedoms Speech" - 1941 - given before U.S. Congress. It said that the 4 basic freedoms could never be abridged. They are:
 - FREEDOM FROM WANT
 - FREEDOM OF SPEECH
 - FREEDOM OF WORSHIP
 - FREEDOM FROM FEAR

Note also FDR's "New Deal" socio-economic policies to help the poor in America during the Depression.

- United Nations Charter - 1945 - Mentions human rights 5 times - created in reaction to genocide and atrocities committed by Nazis in WWII against Jews, in particular, and others.

- UN Declaration of Human Rights - 1948 -finely delineated basic human rights that should

ANSWERS TO QUESTIONS FOR JOURNAL WRITING OR DISCUSSION

(Ann Pinna)

be enjoyed by every individual in every country throughout the world.

-Anti Segregation Legislation - US - 1960's-called for an end to discriminatory practices against Blacks in America and integration between the blacks and whites in regard to education and other social issues.

-Human Rights Philosophers and Thinkers:

St. Thomas Aquinas

Gottfried Leibnitz

Baruch Spinoza

Hugo Grotius

John Locke

Jean-Jacques Rousseau

4. What role did Eleanor Roosevelt play in the promotion of human rights?

Eleanor Roosevelt played a key role in the awareness and promotion of human rights because she served on the Human Rights Commission of the United Nations which was charged with drafting a list of basic human rights that all nations across the entire world could accept and adhere to. This list of rights which guaranteed dignity to all individuals regardless of race, color, or creed, or nationality was called the Universal Declaration of Human Rights. It is one of humanity's greatest accomplishments because it addresses the dignity of all individuals on the face of the earth. If it had not been for Eleanor Roosevelt's persistence and compromise, the UDHR may well have never been written or passed.

5. Why do you think it was necessary for the United Nations to formulate and write down a list of human rights?

It was necessary to write down a list of human rights because before this time, it was merely assumed that all countries recognized the dignity and basic freedoms of all individuals. However, after WWII, the world was stunned and shocked by the horrific brutalities inflicted by the Nazis upon Jews, prisoners of war, Jehovah Witnesses, homosexuals, the mentally retarded, physically handicapped, and others who did not uphold Nazi philosophy or were detrimental to their plan of an ideal superior Aryan race. The Nazis practiced "ethnic cleansing" by torturing their victims and killing them by lethal injection, beatings, carbon monoxide poisoning, or in gas chambers. Their plan to annihilate all the Jews of Europe necessitated the construction of concentration camps or "killing factories" where they could efficiently carry out their plan to exterminate all opposition to Hitler and his ultimate plan to "rule the world." The Nazis robbed Jews and others of their homes, all their possessions, and even of their citizenship and right to vote. They stripped away their dignity and eventually took their life. The killing of 6 million Jews, one million of whom were innocent children, and also the murder of 3 million Christians and others is known as the HOLOCAUST. It occurred during the 1930's and 40's.

When the world learned of this, it "altered forever the way in which people considered human rights." They agreed that this should never happen again. Public outrage called for the creation of a world organization that could prohibit such inhumanity to man from ever occurring again. Thus, the United Nations was created and eventually, the Universal Declaration of Human Rights was drafted. Human rights shifted from being a "domestic" concern where each individual country dispensed its own brand of human rights to its own citizens to a "universal" concern where human rights transcended narrow, national self-interest to encompass a broad and sweeping international idea of the basic rights of all people everywhere. Concepts that were once vague or merely assumed were suddenly translated in written form.

6. What is the Universal Declaration of Human Rights?

The Universal Declaration of Human Rights (UDHR) is a document which sets forth the basic and fundamental rights and freedoms of all people on earth. The UDHR lists the rights that all people possess, share or should aspire to no matter what color they are, what religion they practice, or what country they're from.

7. Name some of the human rights listed in The Declaration of Human Rights.

Some of the human rights listed in The Declaration of Human Rights are as follows:

1. All people are born free and equal in dignity and rights.
2. Everyone has the right to life, liberty, security and the protection of the law.
3. No one shall be the slave of anyone.
4. No one shall be subjected to torture or cruel, inhuman, or degrading treatment or punishment.

ANSWERS TO QUESTIONS FOR JOURNAL WRITING OR DISCUSSION

(Ann Pinna)

5. Everyone is equal before the law and is entitled to protection of the law without discrimination.
6. Everyone is entitled to a fair and public hearing and judgment by an impartial body.
7. Everyone charged with an offense has the right to be presumed innocent until proven guilty.
8. Everyone has the right to privacy.
9. Everyone has the right to his nationality.
10. Everyone has the right to own property and shall not arbitrarily be deprived of it.
11. Everyone has the right to express himself and to freely speak his mind.
12. Everyone has the right to work at the job he wants without discrimination.
13. Everyone has the right to an education.
14. Everyone has the right to a healthy standard of living, consisting of adequate food, clothing, housing, and medical care.
15. Everyone has the right to rest and leisure and holidays.
16. Everyone has the right to enjoy peace and order.

8. Which of these rights do you agree with? Give reasons why you feel the way you do, etc.

(Answers will vary)

9. What foreign countries do you read about today who are not upholding any of these rights? Explain what is happening and the reasons why.

Some of the countries who have not upheld human rights set forth in The Declaration of Human Rights are as follows:

- Bosnia-Serbia (Yugoslavia) - Genocide is occurring over religion and land issues.
- Rwanda- Africans are starving to death.
- Algeria
- China - Citizens are prohibited from speaking freely and disagreeing with the ruling government.
- Mauritania - (Africa) Men, women, and children are bought, sold, and kept as slaves.
- Tibet
- Ireland - continuing fighting and killing between Catholic Irish and Protestants.
- Israel - continuing animosity and hostility between Arabs and Israelis over property and boundary issues
- Iran/Iraq
- US-exploitation of illegal aliens, sweatshops, discrimination against Afro-Americans
- Mexico

10. What international machinery exists today to help guarantee and protect human rights? Are they effective?

There is international machinery which exists today to help guarantee and protect human rights. They are as follows:

The United Nations is an international peace organization consisting of several countries throughout the world whose goal is to bring countries together for dialogue and in doing so, ensures and maintains peace throughout the world.

1. The UN can appoint investigators called "Special Rapporteurs" who can enter a country in order to monitor and report human rights violations to the UN.
2. The UN can conduct peacekeeping operations in countries who are experiencing trouble.
3. The UN can impose economic and political sanctions against countries who commit crimes against humanity.
4. The UN has created 2 international tribunals (courts) to bring human rights abusers to justice.

ANSWERS TO QUESTIONS FOR JOURNAL WRITING OR DISCUSSION

(Ann Pinna)

5. Currently, the UN is working to establish a permanent International Criminal Court to bring to justice and make accountable those who commit war crimes and genocide.

This machinery is working. For example, UN troops were sent to Bosnia-Serbia to help keep peace and the leaders of genocide were brought to an international world court to be judged.

The UN is attempting to monitor the production of nuclear, biological, and chemical weapons in Iraq. Saddam Hussein is objecting to UN scrutiny and the UN Security Council is considering consequences to his refusal and non-compliance.

11. What do you suggest can be done to make sure these countries will abide by The Declaration of Human Rights?

Countries must be continually monitored for human rights abuses. Citizens should act as watchdogs and be constantly on alert and made aware of violators of human rights. They should make a public outcry against these outrages, and forcefully call for measure to be taken to halt its spread. Public and political sanctions should be enforced if necessary and UN deployment of troops such as those in Desert Storm during the Iran/Iraq war must be considered.

12. What violations of basic human rights do you see here in the US? Why? What suggestions can you to stop this situation.

There are several violations of basic human rights here in America today. Many Afro-Americans feel discriminated against and want equal access to education and jobs. Many women feel discriminated against and demand equal pay for equal work. There is disagreement over the abortion issue and if one has the right to terminate a pregnancy. There is also disagreement on the quality of life during illness and disease and the right to end life if one wishes.

There is discrimination against lesbians and homosexuals. Moreover, there are times that people who have immigrated from other countries find themselves ridiculed and made fun of. Some people do not wish to tolerate others who are "different" than they.

The way discrimination and prejudice can stop is by people coming together and talking to one another. Through dialogue and communication with one another, people can understand that the differences that divide them are really small in comparison to the similarities of feelings and expression that they have in common as human beings. Through multi-cultural education in the schools, by reading a variety of multi-ethnic stories and books, and by embracing others different from oneself at work as well as in social contexts, people will see that, in reality, all human beings share the same hopes, dreams, and aspirations and are united.

13. What socio-economic issues do you see that need to be addressed in the US at the present time and what is your opinion about these issues? (Poverty, Welfare Reform, Gender Equality, women in Congress, a female President.)

Several socio-economic issues in the US today that should be or are being addressed. One of these issues is Poverty. Presently, there are people living in the US who make less than \$12,000 per year and are living at the poverty level. They are dependent on subsidies from the government such as food stamps, day care, and medical benefits. No one should be homeless or go without food. Steps should be taken to help one to upgrade his education and skills so that he can find employment, feel good about himself, and contribute to society.

There should be gender equality in the workplace. If a woman does the same job as a man with the same skill level and expertise, then she should be paid on a scale comparable to a man's. She should also be allowed to work without sexual harassment or innuendo.

If a woman seeks public office and wishes to run for Congress, she should be able to run and be subjected to the same screening and opportunities as her male counterpart. Moreover, if she is qualified and has the desire, then she should be able to run for the Presidency. Nothing should prevent a woman from reaching her full potential and fulfillment if she desires simply because of her sex. All opportunities and venues open to men should be also afforded to women without discrimination.

ANSWERS TO QUESTIONS FOR JOURNAL WRITING OR DISCUSSION

(Ann Pinna)

14-15. What are your feelings concerning racism? / What would happen if a new student entered your classroom? What makes you accept or reject a "new" person? Why? Discuss.

(Answers will vary)

16. What are stereotypes? Give Examples. How are stereotypes perpetuated? What is the danger of believing in stereotypes?

Stereotyping is awarding certain characteristics to all people and lumping them together as the same. ex. All blondes are dumb. All teenagers smoke and take drugs. All Italians are in the Mafia.

Stereotypes can be taught or learned by taking on the prejudices and intolerances of others instead of judging others by oneself. Communicating with others different than oneself and understanding one another will help stereotypes disappear. The danger of believing in stereotypes and lumping everyone into a stereotypical mold separates and divides us, thus perpetuating intolerance, outcasts, and scapegoats. Stereotyping is unfair, unjust, and untrue. Each person should be judged on his own individual merits.

17.-19. What are your feelings concerning Anne Frank, good and evil, and not speaking up for what you believe?

(Answers will vary)

20. How do you believe peace can be achieved in the world? What part can you play in your school and community to help achieve this goal?

Peace can be achieved in this world if everyone put the welfare of others above his own personal wants and desires and by supplanting one's passion for greed, money, and possessions to a genuine concern for all mankind. People need to strive to be "his brother's keeper" and follow the "golden rule," treating others the same way he would want to be treated himself.. Countries must look beyond narrow national self interest, and embrace the fact that they are in a global community of interdependency. Furthermore, countries must regale their citizenry with the fundamental and basic human rights as stated in the UDHR and be cognizant of the fact that the UN and other groups will be watching them, monitoring abuses, and bringing violators and abusers of human rights to justice.

You can play a key part in your school by not tolerating prejudice and by lashing out whenever you see injustice. Look for the similarities, strength, and goodness in one another instead of the differences. Always look beyond your own selfish , self interest and instead, strive toward the greater good, the unity and benefit of all mankind.

Use your influence in your schoolroom, school clubs, church organizations, sports, and other activities and programs to which you belong or in which you engage. Point out intolerance and injustice when you see it even if it means having the courage to stand alone for a cause that you think is right and just. Surround yourself with others with varied and mullet-cultural backgrounds and begin to appreciate the interesting and talented differences of others. By doing this, you will enrich yourself and grow.

21. What non-governmental organizations exist that do much to promote human rights and peace in the world?

Some non-governmental organizations that exist to promote human rights in the world are as follows: You may join them:

Amnesty International - helps put pressure on countries who have wrongly or justly imprisoned, tortured, or killed innocent people.

Local Churches - raise money and send nussionaries to help citizens whose human rights are being abused.

There are also governmental agencies that help promote human rights. They are UNESCO, UNICEF, NATO, etc.

22. Can human rights exist without democracy? Must there be a "universal aspiration to democracy" if human rights are to exist at all? Explain.

No, human rights cannot exist without a democracy. Human rights are naturally part of a democratic government. Countries that respect their citizens and allow them to enjoy limited and responsible freedoms and grant them the

ANSWERS TO QUESTIONS FOR JOURNAL WRITING OR DISCUSSION

(Ann Pinna)

human rights they deserve are democratic countries. A democracy, by its very nature, is a government that elicits and welcomes the response of its citizenry. Moreover, it should be noted that democratic governments, offering human rights to its citizens are more stable and less likely to go to war. Citizens who have a say in the working of their government and know that their government listens to and respects them have no reason to rebel. Citizens know they have a voice as well as the means for change if they so desire .

On the other hand, when citizens are discontented and victimized, and governments are contemptuous of citizens' rights, then it creates an atmosphere of rebelliousness that could explode into eventual war, not only within the country itself, but internationally. "When those in power victimize the weak, they stoke fires of eventual explosion." There is a truism which states: "...democratic countries rarely go to war with one another." Democratic countries enjoying the benefits of human rights as proclaimed in the Universal Declaration of Human Rights lead to a more stable environment, not only in their own country, but throughout the entire world. "Only when fundamental human rights are protected will we have any real hope of establishing a stable and secure world order." (pp. 6-7, **Inalienable Rights, Fundamental Freedoms, A U.N. Agenda for Advancing Human Rights in the World Community** A Report of the UNA-USA Global Policy Project, UN Assoc.,1996.)

(Some material derived from FERI website - Franklin and Eleanor Roosevelt Institute - www.50.org)



Eleanor Roosevelt and John Foster Dulles at the United Nations in Paris 9/00/1948

JOURNAL OR SCRAPBOOK OF HUMAN RIGHTS ISSUES -

Teacher: Ann Pinna, former English teacher at Todd Middle School, Poughkeepsie, New York. -

This lesson may be used at both Middle School and High School levels. The purpose to acquaint students with human rights issues in today's world and to enhance students' skills in using the newspaper and accessing information on current events. It will also give students an opportunity to reflect and react to sensitive situations both at home and abroad. Students will also have an opportunity to dialogue with their peers, sharing and reacting to their findings.

This lesson may be used by an English teacher following a study of "Anne Frank" or Elie Wiesel's "Night" or it may also be used by social studies or Global Studies teachers. Ideally, it may be used by an interdisciplinary team of social studies and English teachers.

1. Have students purchase a marbled notebook or staple a set of looseleaf paper into a manila folder with each student's name on the outside.
2. Tell students that this notebook will act as their Journal for an entire semester.
3. Explain what you would like each student to do and what each Journal should contain:
4. Have students look in newspapers, news magazines, or listen to news Broadcasts on radio and TV which deal with human rights issues, abuses, or concerns. If you are working on a particular unit (ex. unit on Africa in Global Studies- you may suggest one of several Websites which deal with Africa and human rights issues.) You may want to bring students to the library, after having consulted with the librarian beforehand, and point out readings that contain information about human rights.
5. Tell students that you want them to read about human rights issues and to cite their findings in their Journal. They should include the date and a description, in their own words, or what the article is about. If possible, they might cut out or draw a picture or cartoon relating to their article.
6. After summarizing their article,, tell students that you want them to include their reaction to the issues as stated in their article. How do they feel? What are their concerns in regard to what they have read? (This should be a critical analysis) Students may offer observations and suggestions.
7. Explain to students that you would like one article per week or every other week, as you deem necessary. By the end of the quarter (or semester), students should have accumulated a number of articles and their responses. Before you collect the journals, assign a day when students can share their findings with other students. (Group share) Compare human rights issues that students found with human rights issues in the US and/or those cited in the UDHR.
8. Collect journals and grade them with your own comments or have students switch journals, select one or two articles and react to the article and comments made in the journal. Have students write a letter to one another explaining why they agree or disagree with the journal writer. (Peer conference and then group share.)

GLOBAL HISTORY - Henrietta Mountz, Global Studies Teacher - John Jay High School, Poughkeepsie, New York

Included in this packet is a three-day lesson plan for 9th and 10th grade Global History teachers as well as a description of a project that tests students' ability to apply the lessons outlined in this packet.

These activities fall under the theme of **Justice and Human Rights** which is among those enumerated in the Global History scope and sequence published by the New York State Education Department in June 1997.

One place in the curriculum where the 9th grade teacher can insert these lessons is **Unit I Introduction to Global History - The Rights and Responsibilities of Citizenship Across Time and Space.**

Other places include any of the **Global History Eras** as an introduction to human rights abuses that occurred in a particular place and time throughout world history.

In the 10th grade Global History class, the most appropriate place for these activities is **Unit VIII. The 20th Century Since 1945.**

LESSON PLAN: Day 1

Objectives for the Students

1. To examine the United Nation's Universal Declaration of Human Rights.
2. To know Eleanor Roosevelt's role in its creation.
3. To identify some of the categories of rights that are enumerated in the document.
4. To link the violations of human rights that occurred during World War II with the recognition of the UN Human Rights Commission of the necessity of writing down a list of human rights and getting the member nations of the UN General Assembly to adopt the Declaration.

TEACHING ACTIVITIES

Provide students with a brief biography of Eleanor Roosevelt's life and her continued role in government following her husband's death in 1945..

Review with students the atrocities that occurred in Europe and Asia during World War II. (Students study this era in 8th grade American History.)

Pass out copies of the Declaration of Human Rights to students. Divide them into groups of three. Have them read through the document and highlight any words they don't understand.

Have each group identify some of the terms for which they need definitions.

GLOBAL HISTORY - Henrietta Mountz, Global Studies Teacher - John Jay High School, Poughkeepsie, New York

Day 2:

Ask students to take out their copies of the Universal Declaration of Human Rights. Have the students form the same groups as Day 1. Pass out the study guide that focuses their attention on the various articles. Give them 15 minutes to work cooperatively on the answers to each question. Have a discussion using their responses to the study guide. Ask them, the following questions:

1. To whom do these rights apply? (all persons)
2. What are some of the categories of rights that are addressed in the Declaration of Human Rights? (equality, due process, religion, reasonable working hours, adequate standard of living, education)
3. What are the duties and responsibilities of individuals to their community? (to inform themselves about issues facing their community, to vote regularly, to perform community service, to treat others with dignity.)

Day 3:

Ask students to take out their copies of the Universal Declaration of Human Rights. Have students form the same groups they had on Days 1 and 2. Give each group a different article taken from THE NEW YORK TIMES or POUGHKEEPSIE JOURNAL which reports on a human rights violation. Have the students read the articles and then write a brief summary of the article that explains how this story is one of violation of human rights. In the summary, have students identify the persecutors, the victims, and the specific article of the Universal Declaration which is being violated.

Have each group share their summary with the rest of the class.

Day 4:

Introduce the Prejudice/Discrimination, Human Rights Violations Scrapbook Project. This is an interdisciplinary project. Students are reading NIGHT by Elie Weisel in their English class.

(See next page for Instructions)

Group Names _____

Directions: Fill in the answers using **THE DECLARATION OF HUMAN RIGHTS**

1. What organization proclaimed the Declaration? _____

2. When was the Declaration adopted? _____

Article 1 ...human beings should act towards one another in a “ _____

Article 2. Everyone is entitled to ...rights and freedoms..without distinction such as

Article 3. Everyone has the right to _____

Article 4. No one can be held in _____ or _____

Article 5. No one shall be subjected to _____ or _____

Article 9. No one shall be subjected to _____

Article 11. Everyone charged with a penal offense has the right to be presumed _____
until found _____ in a _____ trial.

Article 15. Everyone has a right to a _____

Article 18. Everyone has a right to freedom of _____
and _____

Article 19. Everyone has the right to freedom of _____ and _____

Article 24. Everyone has the right to _____ and _____

Article 25. Everyone has the right to a _____ of adequate health.

Article 26. Everyone has the right to _____

Article 27. Everyone has the right to freely participate in _____

Article 29. Everyone has _____ to the community.

“Where after all, do human rights begin? In small places, close to home---so close and so small that they cannot be seen on any map of the world, Yet, they “are” the world of individual persons: the neighborhood he lives in; the school or college he attends; the factory, farm, office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”

(Eleanor Roosevelt in a speech before the UN, 1958)



Global History/English 9 Regents

Mrs. Mountz and Mrs. Searle

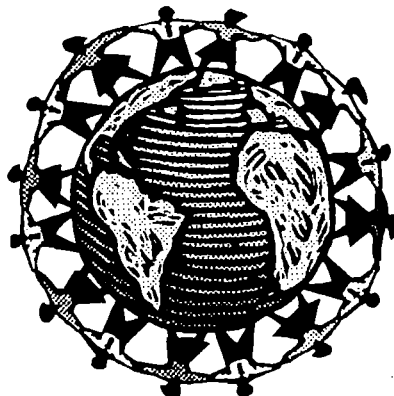
John Jay High School, Wappingers Central School District, Poughkeepsie, N.Y. 12603

**PREJUDICE/DISCRIMINATION AND VIOLATIONS OF THE
UNIVERSAL DECLARATION OF HUMAN RIGHTS SCRAPBOOK**

Date due _____

Procedure:

1. Neatly cut out 6 - 10 newspaper and/or magazine articles that cover stories on different kinds of prejudice, discrimination, or human rights violations in today's world.
Since this project will count for both Global History and English projects, half of your stories must take place in South, South East or East Asia, Africa or Latin America.
2. Mount these articles (tape or glue) on blank white paper or looseleaf, leaving room at the top of each page for you to write the date of the article and the name of the newspaper/magazine.
3. On a separate sheet of paper that follows each article, write a brief summary of the article that explains how this story is one of prejudice, discrimination or human rights violations. In your summary, identify the persecutors, the victims, and the specific act of discrimination.
4. After the last page of the last summary, add one more page which you entitle, "REFLECTION ON ARTICLES." In this "Reflection" explain
 - a.) in general what these stories have in common,
 - b.) why you selected each article
 - c.) what you learned from reading these articles.
5. Proofread for all spelling, usage, punctuation errors on all pages.
6. Create a title page entitled (first line) PREJUDICE/DISCRIMINATION/HUMAN RIGHTS VIOLATIONS SCRAPBOOK. In the bottom right hand corner, write your name, date, Mrs. Searle, Mrs. Mountz.



Discovering the UDHR

(from *Introducing Human Rights in the Middle School*)

(Source: Patrick Manson, Amnesty International USA Human Rights Educators' Network, 1996)

Overview:

By examining two real cases of human rights abuses, students are introduced to the contents and spirit of the Universal Declaration of Human Rights (UDHR). The UDHR is presented as a document that extends the ideas of tolerance and defending others (see Activity #1) to the areas of religious and political thought, security of person, fairness and justice.

Objectives:

To become familiar with the articles of the Universal Declaration of Human Rights
To analyze rights abused and rights upheld in two real cases

Time: minimum 1 hour; easily divided over more than 1 day



Materials: Copies of "Religious Intolerance in Tibet" and "The Lopez Story", copies of the "Regular English" version of the UDHR, and "Reflection Activity on Rights and Responsibilities" chart.

Procedures:

1. Students read (individually, out loud, in groups) "Religious Intolerance in Tibet." Briefly discuss the article as a whole class with an emphasis on getting the story straight, i.e., without yet getting into a rights discussion. (20-30 mins)
2. Students read (individually, out loud, in groups) the "regular English" version of the UDHR. Focus their attention on articles 2, 5, 15, 18, and 20. (15 mins)
3. Divide students into five or more groups; each group takes one of the five articles above and list details from the Tibet article as examples of the denial or affirmation of their UDHR article. Students must be able to explain how their UDHR article is important to understanding the Tibet article. (10-15 mins)
4. Class discusses the situation of Tibetan Buddhists using the human rights language and concepts they've just discovered. (10-15 mins)
5. Individually, students fill in the "Reflection Activity on Rights and Responsibilities" chart. (10-15 mins)
6. Repeat steps 1-5 for "The Lopez Story" and use instead UDHR articles 2, 3, 5, 12, and 14.

Religious Intolerance in Tibet

Tibet is a small country between China and India. For hundreds of years, the Chinese have claimed the area of Tibet as a part of China. During most of this time, Tibetans have been allowed to live as they want: to practice their cultural traditions and to pursue the main religion in Tibet, Buddhism. But in 1949, when the Chinese Communist Party came into power, the government cracked down on all forms of religion, including Tibetan Buddhism. Indeed, 4,000 out of 6,000 Tibetan temples have been destroyed. But more severe and tragic has been the violence done to those Tibetans who practice the religion of their choice. One such case is that of a young Tibetan nun.

Gyaltzen Kelsang was arrested in June, 1993 with ten other Tibetan nuns and accused of taking part in a demonstration to protest Chinese rule over Tibet. Reports say that the nuns were arrested before they even began their protest. Gyaltzen Kelsang was given a two-year sentence for peacefully criticizing the Chinese government. It is reported that she was beaten and injured when she was arrested, but she was still forced to participate in the hard work of a labor camp. A year later, she became very ill, and the authorities did not offer her medical care. Finally, late in November, 1994, she was taken to a police hospital, and a month later she was sent home to her parents. She died on February 20, 1995 at the age of 24.

Other cases of religious intolerance in Tibet have been reported by human rights organizations like Amnesty International, including a raid by 100 troops on the Yamure monastery in Medro Gongkar county. Monks there were protesting peacefully against official restrictions on the sale and possession of photographs of the Dalai Lama, the title given to the spiritual leader of Tibetan Buddhists. At least 60 people were arrested in Phenpo Lhundrup county for similar protests. Nearly 60 others were detained in connection with a dispute over the recognition of a young boy as the reincarnation of the Panchen Lama, the second highest spiritual leader in Tibet. (Tibetan Buddhists believe that the Dalai Lama is replaced by a young boy when Buddhist monks recognize a particular boy as the one who is destined to become the next Dalai Lama.)

Nor are the Chinese living in China allowed to freely practice their religion. All churches must be registered with the government. They cannot receive funding from any source outside of China, nor can they invite religious leaders from other countries to come to China (on rare occasions, with great oversight by Chinese security forces, ministers such as Billy Graham have been allowed to speak in China). People cannot even hold public religious ceremonies in their own homes, but some have created such "house churches" because they do not want to follow the strict guidelines of the Chinese government. Many religious leaders have been imprisoned in so-called "re-education" camps and have languished in them for years.

The Lopez Story

(The following is based on a real case of Guatemalan refugees to the U. S. Their names and some details have been changed.)

In the mid 1990s the Lopez family was living in a large city in the highlands of Guatemala. Jose and Anna Lopez had three young children and wanted the best life for them. Unfortunately, the Guatemalan government -- then and now -- was dealing harshly with anyone who criticized the way they ran the country. The government is at war with guerrillas who would forcibly overthrow the people in power and start a new government. Though the Lopez' did not support the guerrillas, they were also afraid of the government military forces.

One day some guerrillas came through the home town of the Lopez family and told the people that there was fertile farmland that they could move to without having to pay. Many families like the Lopez' packed up their belongings and went with the guerrillas to the northern part of Guatemala, called El Peten.

When they arrived, the families were told that they could stake out the land they wanted to farm, but that they would be asked to give a portion of their harvest to the guerrillas. Many families agreed, and they saw that the land was very good for growing their traditional crops and that their children were safe in the countryside.

After several months, the Lopez' heard that all of the members of another family who lived nearby had disappeared. Weeks later, they heard that the bodies of that family had been found, that they had all been murdered and buried in a single grave. Rumors spread that it was the Guatemalan military force who had come to punish the family for leaving their home in the city and living with the guerrillas.

Jose decided to hide his family. He sent them to different parts of the countryside while he stayed at home to tend the crops. But after several days, Anna and her children hadn't heard from Jose. Again they heard rumors that military forces were in the area. They heard that the soldiers put on civilian clothing to hide the fact that they were soldiers, but that often they still wore their boots. When the Lopez' returned home looking for Jose, they found their house burned down and Jose's dead body. They saw fresh bootprints all around their house and farm.

For months they traveled from friend to friend and neighbor to neighbor, fearing that the military forces would come back for them. Eventually, the two younger children were left with relatives, and Anna and the eldest daughter, Maria, returned home. Days later, Maria was attacked by six men in boots. She was beaten so badly that Anna took Maria out of Guatemala to Mexico, where they finally found a man whom they could pay to sneak them into the United States.

At first, the Immigration and Naturalization Service did not grant asylum to Anna and Maria. The INS said that they had no proof of Jose's death or about who had attacked Maria. Months later, after studying reports about how the Lopez tragedy was a very common one in Guatemala, the INS finally agreed that the murder of Jose Lopez and the attack on Maria was enough reason to believe that if the Lopez' were to return to Guatemala, they would be persecuted and perhaps even killed. Soon, Anna sent for her two other children to be brought to the United States.

Human Rights In The News: Identifying Human Rights Issues In Daily Life

(from the *Universal Declaration of Human Rights* Resource Notebook)
(Source: Nancy Flowers, AIUSA Human Rights Educators' Network)

This activity is especially effective following an initial introduction to the Universal Declaration of Human Rights. It provides further practice with the content and opens the question of how conflict in rights can be resolved.

MATERIALS:

- * newspaper pages
- * large sheets of paper
- * tape or glue
- * scissors



Eleanor Roosevelt and Pandit Nehru
in Hyde Park, NY 10/16/1949

PROCEDURE:

1. The participants are divided into small groups. Each group receives a newspaper or pages from a newspaper and a sheet of poster paper.
2. Each group constructs a poster using items from the newspaper grouped under these categories:

human rights practiced
human rights not achieved/human rights denied
human rights protected
human rights in conflict

Participants should be encouraged to look not only for news stories but also for small features such as announcements and advertisements (e.g., the language of the paper itself illustrates the right to language and culture; advertisements can illustrate the right to private property; reports of social events may illustrate cultural rights; and personal columns can reflect many rights in practice).

3. Participants identify the UDHR article(s) related to their newspaper clippings and write the numbers on or next to the clippings.
4. A spokesperson from each group explains the group's selections.

Further Discussion:

- * What categories were easiest to find? Hardest? Why?
- * Did some articles of the UDHR come up more often than others? Some not at all?

Further Activities:

1. Ask participants to compare coverage of the same events in different newspapers and/or different media

(e.g., radio, magazines, TV). What differences can they observe in importance given the story? In emphasis of features of the story? Are there different versions of a single event?

2. Ask participants to watch a news program on TV and write down the topics covered and the amount of time given to each topic.
3. Compare your results. What conclusions can you draw about priorities given various topics in television coverage?

TOPICS FOR DISCUSSION AND RESEARCH ON HUMAN RIGHTS

Native Americans
Afro-Americans - movie *Amistad*
The Holocaust
Immigration in America,
Refugees (Europe, Asia, Mexico, etc.)
Sweatshops
Child Labor and Child Prostitution
Female Mutilation
Hunger
Welfare and the Unemployed
Health
Slavery
Women's Rights - Gender Equality
Infants, Children, Teens, Unwed Mothers (support?)
Racism and Prejudice worldwide - U.S./ Bosnia/Serbia, Rwanda, South Africa, etc.
The United Nations and its role in society today
International Machinery to halt human rights abuses - How effective it is?
UNESCO - What is it doing, how is it helping?
UNICEF
NGO's (non-governmental agencies - ex. Amnesty International, church groups, etc. - How do they help solve human rights issues?)
Student groups - YAR, Youth Council, Model UN
Interconnections - Global outreach, the Internet Chat Rooms, Human Rights Websites, Pen Pals



Eleanor Roosevelt and Helen Keller in Martha's Vineyard, Mass.



LESSON PLAN - THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (taken from 'TEACHING WITH HISTORIC PLACES' A Program of the National Park Service's National Register of Historic Places and the National Trust for Historic Preservation, #26, 1995. ("First Lady of the World: Eleanor Roosevelt at Val-Kill"))

ACTIVITY A

Have students read the Universal Declaration of Human Rights. After students have completed Reading the document, have them, answer the following questions:

1. What are some of the categories of rights that are addressed in the Declaration of Human Rights? (religion, peaceful assembly, due process, equality, employment, family life, etc.
2. To whom do these rights apply? (all persons)
3. What event do you think prompted the United Nations to set forth these rights? (World War II) Why?
4. What United States document is similar to the Declaration of Human Rights? (Bill of Rights) Make a list of similarities and differences between the two documents.
5. Roosevelt was 64 when she helped write this document. Do you think her contribution to the United Nations and her world-wide acceptance as a bright and caring woman could have acted as an inspiration to other women of her generation? Why or why not?

ACTIVITY B

Review with students the function of the United Nations. Then hold a classroom discussion in which students compare their lists of similarities and differences between the Declaration of Human Rights and the Bill of Rights. Now ask students to consider writing their own Declaration of Human Rights for their class or for the entire school. You might wish to break the class into groups to work on specific sections of the document. When the document is complete, have students provide copies to other classes, the student council, and the administration. If the document provokes controversy, have students discuss why and debate suggestions for change. Have them note that there were long, hard fought arguments over both the Universal Declaration of Human Rights and the American Bill of Rights. In the end, it was the resolution of those arguments that produced unparalleled statements of the rights of humans.



Eleanor Roosevelt at Reverend Hayes Housing
Project in Newark, NJ 1/21/1956

DEVELOPING ATTITUDES AND PERSONAL ETHICS

The following activities are derived from the Partners in Human Rights Education website. The sample activities correspond to the articles in the UDHR and include attitudinal objectives.

GOAL :

Participants in the Partners in Human Rights Education Program will aspire not only to learn about human rights and to practice human responsibilities, but to internalize these attitudes as a part of their personal ethical framework. Below each grouping of Articles of the Universal Declaration of Human Rights is a specific corresponding value. Sample activities, which apply attitudinal objectives, are also provided.

Articles 1 and 2 (equality & discrimination)

The individual respects self and others, regardless of situation, race, sex, physical strength, size features, friendship groups, age, culture, disability, financial status, clothing, classroom performance. She or he is concerned about the equal treatment of all and takes pride in her/his own contributions as well as the contributions of others.

Sample Activities:

- ...identify and question assumptions or stereotypes about others.
- ...describe a period and place when discrimination has had a significant impact on a group in society
- ...analyze the mitigating circumstances that contributed to a period of legalized or socially sanctioned discrimination
- ...list the steps that were taken to solve a discrimination problem, or that could be used to solve a problem of social, legal, economic, or political discrimination
- ...differentiate structures of power
- ...compare sources of power within and across situations
- ...depict in words or drawings the actual or potential sources of power that can exist in a given time or place

Article 3, 4, and 5 (slavery, inhuman & degrading treatment)

The individual believes that all human beings are equal and therefore should not be subjected to any form of slavery, inhuman or degrading treatment. She believes it has a negative impact on individual enslaved as well as on the societies which condone that behavior. She values acting in a way that promotes the safety and well-being of herself and others.

Sample Activities:

- ...explain the emotional and psychological implication of inhuman and degrading treatment on an individual community, using historical examples or research in current psychology or sociology
- ...compare slavery in different time periods or in different places, and support a few generalizations about the conditions that elicit oppression of a particular group or individual

Articles 6 - 11 (equal treatment before the law)

I. INTRODUCTION OF PARTNERS IN HUMAN RIGHTS EDUCATION

- ...contrast the rights and responsibilities associated with citizenship in their time and country to citizens of a different country or time
- ...analyze the rights of an individual accused of war crimes in seeking asylum
- ...analyze the rights of a draft dodger in seeking asylum

Article 16 (marriage and family)

Individuals respect the right of all people to enter into relationships of their own choosing, and also the nature of the relationships chosen for marriage, family, and friendship. They believe that males and females enter into relationships as equals, and remain so regardless of the status of their relationship.

Sample Activities:

- ...research the history of family, economics of family life, the history of gay rights
- ...list the factors contributing to an ongoing domestic violence situation and the steps that a person should take if they are trying to get out of a dangerous domestic situation
- ...interview a social worker about a particular issue in families today and present their findings to the class in the forum of a panel discussion

Articles 18, 19 and 20 (Freedom of belief, religion, opinion, information, and association)

The individual respects the right of alternative and opposing points of view to exist. He values other points of view and the freedom of all to choose their own beliefs, religion, opinions, information and associations.

Sample Activities:

- ...write and perform a play that voices several perspectives on an issue, and that establishes a structure for solving a problem together
- ...engage in a structured controversy on a pre-determined topic, alternately debating opposite sides of the issue

Article 21 (political rights)

The individual believes in the importance of democratic decision making and in acting as a citizen of a local, national, and international community.

Sample Activities:

- ...conduct a debate on a local community issue after researching the various perspectives on it, derive a class consensus and solicit a local governing body to enact their solution
- ...research an issue and inform their local, state, or national representative about their findings and the action that they would like taken
- ...participate in student government

The individual is sensitive to the importance of all others being treated fairly. He is concerned when another person or group is being treated unfairly. He holds the same rules for himself with which he expects others to comply. The individual believes that everyone is entitled to a fair trial.

Sample Activities:

- ...apply the UDHR to determine the legal rights entitled to a person or group
- ...interpret a historical period of legalized discrimination in terms of violations to the human rights of the individuals involved
- ...create a set of rules to govern the classroom which support the UDHR

Article 12 and 17 (privacy)

The individual respects the right of all to personal space and possessions. She believes that everyone should be free from teasing, mockery or invasive behaviors. She values protection for herself and others.

Sample Activities:

- ...examine two court cases in U.S. history that address the right to privacy and compares the rationale used in each of these cases
- ...hypothesize about tensions that might arise about the right to privacy in a time of war
- ...defend a position on the governments right to know versus the citizens right to privacy in a time of war
- ...research U.S. governmental policies that have infringed on the individuals right to privacy
- ...display a historical perspective on conceptions of privacy in American society through a speech, essay, debate, skit etc.
- ...write a persuasive essay on the topic of privacy in relation to a health or medical concern
- ...investigate and hypothesize about 21st century privacy issues in connection with the Internet

Articles 13-15 (free movement, asylum, nationality)

The individual values her citizenship and nationality and believes all others are entitled to the same. She respects an individual's choice to come and go freely between countries, as well as to change her country of citizenship. She believes in offering protection to people who are being persecuted.

Sample Activities:

- ...analyze governmental policies as they relate to immigrants, refugees and/or individuals seeking asylum
- ...investigate the social services provided for recent immigrants to the local community
- ...develop a proposal for improving the services available to new immigrants
- ...list some of the reasons people may leave a country and the struggles they face when they arrive in a new country
- ...create a timeline tracking the movement of a particular refugee group to America
- ...compare and contrast, using examples from the present and the past, the difference between being a refugee and being an immigrant
- ...explain the rights and responsibilities connected with their own citizenship

Article 22 & 25 (personal development within society)

The individual desires to improve the welfare of all members of her local, state, and global community. She believes that all people can and should live in dignity, and therefore values efforts to meet individual needs as they arise.

Sample Activities:

...sponsor a dance to raise money for a local foodshelf- students create a budget for the event, delegate responsibilities fairly among themselves, develop a marketing strategy, and run the event
...volunteer for a local social service provider- keep a daily log of skills utilized, knowledge acquired, and the impact of the work on the local community

Article 23 & 24 (economic rights: work, labor, rest, leisure, food/shelter)

The individual values basic economic rights that each individual has, including the right to vacation, limited work hours and equal pay.

Sample Activities:

...graph changes in the standard of living across a period of history for various cultural or racial groups
...research the child labor laws of this country and the way in which these impact the actions of U.S. multinational companies abroad

Article 26 (education)

The individual aspires to actively support others in their learning and regards his learning and his own responsibility. He believes that education is fundamental to the functioning of society and supports equal access for all to education in his society.

Sample Activities:

...use cooperative learning for any task -- assign roles, have students evaluate their collective as well as individual work
...complete individual learning projects over the course of a semester, and then have students teach others, in their own class, or by visiting another school

Article 27-29 (cultural and social rights)

The individual appreciates the cultural life of the community. She highly regards the involvement and inclusion of all people in the cultural life of the community.

Sample Activities:

I. INTRODUCTION OF PARTNERS IN HUMAN RIGHTS EDUCATION

...create a map of all the arts organizations available to the public in different regions -- hypothesize where residents may have difficulty in accessing the arts and devise a plan for how this problem might be addressed, propose the plan to the appropriate venues

...study the portrayal of different groups in popular culture over time, how has the portrayal of different groups contributed to their ability to participate in the cultural life of the community

...design a mural for a blighted area of the community, raise funds to cover the expense of creating the mural and put the mural into place

...choose an area with a unique cultural heritage and investigate the influences of that heritage on life in the community

Article 30 (right of rights)

The individual believes that everyone should receive all of the above rights regardless of their individual values.



Eleanor Roosevelt and Marian Anderson in Japan 5/22/1965

What are Rights?

What are Responsibilities?

Rights and Responsibilities

Age Level/Appropriateness for Special Needs Students

K-4, 5-8, 9-12, Special Needs Students: Each level may need to have some adaptations of the lesson.

Objectives:

Students will: * Define right and responsibility.

* Write a list of rights and corresponding responsibilities for the classroom.

Materials:

Overhead and markers or chalkboard

Dictionary

Time: One class period.

Introduction: In pairs students write their own definition of right and responsibility. Students then look up the definitions in the dictionary.

Body:

1. Through class discussion about the definition of right and responsibility, students write a new definition for each word.
2. Discuss how rights and responsibilities are related. (One comes with the other; they are a team.)
3. In pairs, students write a list of classroom rights and corresponding responsibilities.
4. Each group will present their lists to the class. The class then discusses and agrees on a list of classroom rights and responsibilities.

Conclusion:

1. Post classroom rights and responsibilities for students to refer to as needed.
2. Ask the students to think over these rights and responsibilities.
3. A later time may need to be set up to discuss and implement changes in the list.



Eleanor Roosevelt and Margaret Chase Smith on *Face the Nation* in Washington, DC 11/11/1956

LESSON PLAN TO USE IN ENGLISH CLASSROOM WITH STUDENTS READING "THE DIARY OF ANNE FRANK" & IN SOCIAL STUDIES CLASSES DISCUSSING WORLD WAR II AND THE HOLOCAUST (Ann Pinna, former English teacher, Todd Middle, School, Poughkeepsie, N.Y.) Time: 1-2 days

Have students make a list of the human rights which were taken away from the Jews during World War II in Nazi Germany. Refer to the Nuremburg Laws of 1939:

- Jews were stripped of their German citizenship
- Jews could no longer vote and participate in the politics of German government
- Jews had to turn in their radios, weapons, jewelry, bicycles, etc.
- Jews were forced to attend schools especially designated for Jews only
- Jews could no longer shop in German shops
- Jewish merchants could no longer sell their goods to Germans
- Jews could associate nor marry Germans
- Jews could no longer hold important jobs and were fired from their professions if it meant they maintained German clients - doctors, lawyers, newspaper reporters, teachers, etc.
- Jews had to obey curfews and not be caught on the streets past 8 p.m.
- Jews could sit only on park benches especially designated for Jews
- Eventually, Jews were forced to leave their homes and were confined to a ghetto
- Jews had to wear a yellow "star of David" to identify themselves as Jews

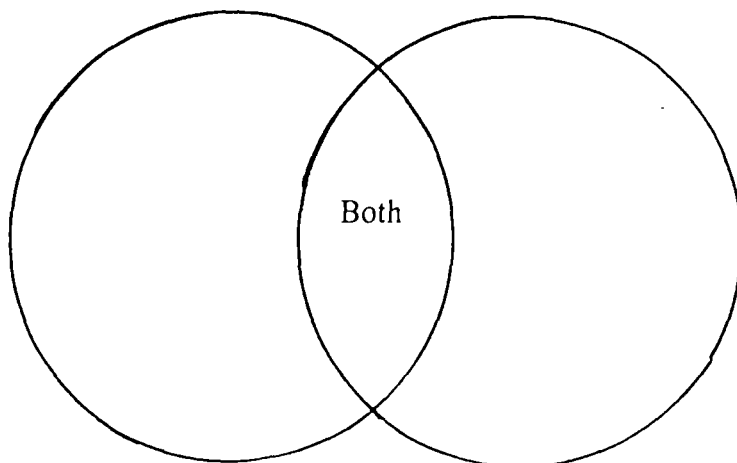
Read over Nazi documents of what Hitler believed the perfect ideal Aryan race should look like and discuss what he deemed necessary to do in order to accomplish his goals of achieving a "Master Race." Discuss forced sterilization, death by lethal injection or poison gas given to Germans who were physically handicapped, blind, deaf, or suffering with a disease.

Discuss what the Nazis attempted to do to the Jews and what happened to the Jews as a result. Discuss what the Nazis did to others besides the Jews and point out how each was stripped of his dignity.

Have students compare the rights that were taken away from the Jews in Nazi Germany during 1939-1945 to the human rights taken away from certain groups today in Bosnia, Rwanda, etc. Use a Venn diagram for your comparison.

Nazi Germany

Bosnia



LESSON PLAN TO USE IN ENGLISH CLASSROOM WITH STUDENTS READING "THE DIARY OF ANNE FRANK" & IN SOCIAL STUDIES CLASSES DISCUSSING WORLD WAR II AND THE HOLOCAUST (Ann Pinna, former English teacher, Todd Middle, School, Poughkeepsie, N.Y.) Time: 1-2 days

Finally, have students read through the Universal Declaration of Human Rights to see which rights were violated in the past and which rights are still being violated in the present. Ask students what they think they can do to ensure that human dignity is maintained.

Contact local Jewish organizations and temples for information. Often, they lend videos and provide speakers. There is also an Anne Frank Foundation where one may obtain information about Anne Frank. Consult the Internet.

Invite Holocaust speakers to give first-hand accounts of their experiences. (Based upon my experience, students are amazed by such personal accounts.)

Show parts of the Spielberg's movie "Shindler's List" and discuss.

(English teachers may use other books besides "Anne Frank" in order to dovetail and team teach with social studies teacher. ex. "Number the Stars" by Lowry)



Eleanor Roosevelt at Israel Bonds Dinner in NYC 11/30/1960

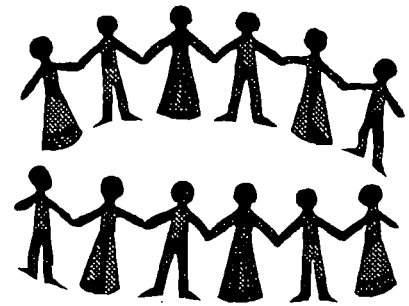
Children's Rights Here and Now

(from *Children's Rights Resource Notebook*)

Age/grade level: Middle School-High School

Goal: To examine the current situation regarding children's rights.

Material: Copies of the Convention on the Rights of the Child (CRC)



Procedure

1. Participants are divided into small groups. Using the CRC, half of the groups make a list of the articles of the Convention that they believe children in their country currently enjoy. The other groups make a list of those articles children in their country do not enjoy.
2. Once groups have generated their lists, a group with a negative list is paired off with a group with a positive list. The two groups discuss discrepancies between their lists and try to make a list of rights enjoyed and rights denied that they can all agree upon..
3. Each pair of groups presents their lists to the whole group, including those articles they could not agree upon. The group tries to resolve some of the points of difference about what rights are available or not. Based on all the groups' lists, create a summary of rights enjoyed by and denied or unavailable to children, with unresolved points of contention listed separately.

Going Further

1. Discussion - The group explores the rights underlying their finding, both why certain rights are enjoyed and why others are not.
2. Discussion - The group discusses ways in which individuals can take action to see that some of the rights denied become a reality for the country's children. Which rights could might be readily obtainable? Which seem more difficult to attain? Which rights should receive highest priority for implementation?
3. Dramatization - Each small group selects one article to dramatize. First the group paraphrases the article in everyday language. The group then develops a skit or mime that illustrates this article, either enjoyed, denied, or protected, or all three.

Each group then presents its article, with one participant reading the paraphrase and others acting out the skit or mime.

Middle School Students Plan "A School for Iqbal"

Students at Broad Meadows Middle School in Quincy, Massachusetts have raised over \$16,000 through a national awareness and fundraising campaign to build a school in the village of Muridke, Pakistan. The school will honor the memory of Iqbal Masih, a 12 year-old boy who was shot and killed while riding his bicycle near his grandmother's home in Pakistan in April 1995. When he was 4 years old, his father sold him into child bonded labor for the equivalent of \$12. He worked in the carpet industry for 6 years. At age 10, he escaped and began to speak out forcefully against child labor. In December 1994, Iqbal travelled from Pakistan to Massachusetts to receive a Reebok Human Rights Award. At that time, he also visited the students in seventh grade classes at Broad Meadows and told them his story.

Upon hearing of Iqbal's murder, the Broad Meadows students met and developed a plan to build a school in Iqbal's village. Their goal to raise \$5000 by December 1995 has been surpassed, but they are still accepting donations until the end of December. The suggested donation is \$12, a significant number because it is the amount of money Iqbal's father received for selling him and his age when he visited the U.S. and when he was killed in Pakistan. Donations can be sent to: "A School for Iqbal Masih Fund," c/o The Hibernia Savings Bank, Quincy High School Branch, 731 Hancock Street, Quincy, MA, 02170.

What Does a Child Need?

(from *Children's Rights* Resource Notebook)

Age/grade level: All ages, including mixed-age groupings

Goals

- ☐ to stimulate thinking about the needs of children
- ☐ to link human rights to human needs
- ☐ to increase familiarity with the articles of the Convention on the Rights of the Child (CRC) or the Universal Declaration of Human Rights (UDHR)

Materials: Chart paper, markers, tape

Procedure

1. Participants are organized in small groups. Each group draws a large outline of a child (small children can draw the outline of one member of the group). This will represent a newborn member of the community.
2. The group decides on a name for the child and writes it below the child's figure.
3. The group then decides on the mental, physical, spiritual, and character qualities they would like this child to have as an adult. (e.g., good health, sense of humor).and writes these qualities below the child's name. They might also make symbols on or around the child to represent these ideal qualities (e.g. books to represent education).
4. Inside the outline the group lists the human and material resources the child will need to achieve these qualities (e.g., if the child is to be healthy, it will need food and health care).
5. Using the Children's Convention, the group identifies the articles that guarantee a child each of these needs and writes the number of the article(s) next to that item on the list. Any needs that are not covered by the Convention are circled.
6. Each group posts its "child" on the wall and explains its choices. As a need is linked to a right, a member of the small group reads that article from a simplified version of the CRC.
7. The whole group discusses the features common to most posters. What were the most common needs? Why? Were some needs listed only once or twice? Should they also be considered important for all children?

Further Discussion

1. Were any needs not covered by the Convention? How can this omission be explained?
2. Which of these essential needs are provided or not provided for children in your country? By which persons or institutions? Why are some not provided? What action can be taken to meet these needs?



Game (Activity)

EDUCATORS' RESOURCE CENTER

What is Fair?

Category:	Human Rights
Subcategory:	Equality & Discrimination (1, 2)
Copyright:	View copyright information.
Title:	<i>Camouflage (Introduction to Human Rights)</i>
Author:	Amnesty International
Brief Summary of Lesson or Action:	Aim: In this indoor or outdoor game, children learn to identify and question unfairness. Learning point: - Rights are based on fairness.
Background Information, Materials, or Resources Needed:	What you need: The Convention on the Rights of the Child you can find at UNICEF's website: http://www.unicef.org/crc/. Three balls of wool of different colours. One ball should be a distinctive colour such as red, or yellow, and the others should be colours which blend with the indoor or outdoor surroundings. Time: About an hour
Classroom Lesson, Community Action, or Other Information:	How to do it: ~ Cut out 20 or 30 pieces of wool from each colour. - Hide them in a field or a park nearby (or, if indoors, around the classroom or school). Ask an older child, teacher or parent to help you to hide them. ~ Divide the children into three teams. Each team should look for wool of one colour only. Give them a time limit and agree on a time-up signal. ~ Count how many pieces of wool each team was able to find. The winner is the team with the most pieces of wool. The team which is looking for the brightly coloured wool will probably win, because it is easier to find. ~ Ask the questions below. Questions: What did it feel like to be on the winning team? ~ What did it feel like to be on the other team? Which team found most pieces? Why? ~ If we played again, which team would you like to be on? Why? Is the game fair? ~ Can it be made fair? Think of all the games you know: What makes them fair? (For example, in football, both teams have the same number of players.) Choices: ~ Look at the Rights from the Convention on the Rights of the Child. For many children in the world, these rights are not realized. How would you feel if you were one of these children? What can be done about this unfairness? For older children, make a game unfair, then use this as a starting point for thinking about global unfairness. (For example, in the distribution of wealth, water, food, land...)



Eleanor Roosevelt in New York City 1961

EDUCATORS RESOURCE CENTER

Category:	Human Rights
Subcategory:	Economic Security & Property Ownership (17, 22, 25)
Copyright:	View copyright information.
Title:	Children From Around The World (Introduction to Human Rights)
Author:	Amnesty International
Brief Summary of Lesson or Action:	Aim: This activity with pictures helps children to explore the similarities amongst the children of the world regardless of nationality, gender or ethnic group. Learning points: - We are all different but we share many similarities. - Rights are based on the similar needs of different people.
Background Information, Materials, or Resources Needed:	What you need: - Summary of Rights from the Convention on the Rights of the Child you can find at UNICEF's website: http://www.unicef.org/crc/. - Photos of children from your local area and around the world. Choose pictures which show as many different sorts of food, climate, physical types and ways of life as possible. These can be cut from newspapers and magazines. Time: One hour How to do it: Share out the picture collection. - Ask the children to help you to group the photos by obvious attributes. For example, boys and girls, hair colour, older or younger and so on. Try a mixture of attributes which mix up the pictures from around the world. For example, group together children who are talking, or playing, or who are older or younger than the class. Ask the questions listed below as a way to develop children's awareness of the similarities between the children in the pictures. Questions: - What was the same about the children in the pictures? What was different? - Were there any things in the pictures that you didn't recognize? What do you think children the children in the pictures wouldn't recognize if they came here? - How would you want to be treated if you had to go to their school? Why? Imagine that some children from the pictures are coming to visit your school. What would you say to children in other classes about how to treat the visiting children? Choices: - Children could write a letter to one of the children in the pictures, telling them about your school. As a project it may be possible for your class to get pen-friends from abroad or from another part of your country. - As an action, children could write and perform a drama about someone who moves to a new school far away and who is treated kindly and unkindly by different students at their new school.

<http://www.mightymedia.com/edu...lum2.cfm?CID=7&CurriculumID=88>



Jennifer Prestholdt, 1994 Partners Project Fellow

Age Level: Grades 5-8

Time: 3-4 class periods.

Objectives:

This lesson plan is designed to educate middle-schoolers about the plight of refugee children. Refugee children constitute approximately half of the world's refugee population. Unaccompanied refugee minors make up five to eight percent of the world's refugee population. This lesson can be used as part of a larger unit on refugee rights.

Materials:

- Universal Declaration of Human Rights, Refugee Convention, Convention on the Rights of the Child.

- The Diary of Anne Frank. Anne was a refugee who was hiding from the Nazis in the Netherlands during WWII. Many Jewish refugees died because other countries (including the U.S) refused to accept them.

Additional Resources:

- The Building Immigrant Awareness and Support (BIAS) Project of Minnesota Advocates for Human Rights has posters of refugee children by the U.N. High Commissioner for Refugees (UNHCR) as well as posters of the art by refugee children. They also have annotated bibliographies of youth and adult readings. An additional resource is the BIAS Speakers Bureau at (612) 341-3302.

- The Resource Center of the Americas has youth curriculum material on refugee-producing countries.

- The Human Rights Documentation Center at the University of Minnesota has material about human rights abuses in refugee-producing countries. The Human Rights Education Library has additional curriculum materials available for check out.

Introduction:

Students read The Diary of Anne Frank.

Body:

Q: *What is a refugee?*

See Article 1 of the Refugee Convention (Definition of a Refugee: a person outside of their country of origin and unable to return due to a well-founded fear of persecution on the basis of race, religion, nationality, membership in a particular social group, or political opinion.) Discuss why person might be forced to become a refugee.

Q: *What rights does a refugee child have?*

See Article 22 of the Convention of Rights of the Child, the Refugee Convention and Article 14 of the Universal Declaration. (The most important right is the right not to be returned to a place where one fears persecution.)

Q: *What would it feel like if you had to leave your country?*

Q: *What would it be like to be a refugee?*

Talk about life in a refugee camp with no opportunity to go to school and inadequate food and water.

Q: *Do you know any refugees?*

If there are kids in the class that came to this country as refugees, ask them beforehand if they would like to talk about their experiences.

Conclusion:

Q: *What would it feel like to be separated from your parents, your family, your friends?*

Q: *How do you think refugee children find their parents again?* Discuss how the UNHCR Project ReUNite in the former Yugoslavia and the International Committee of the Red Cross have programs to help parents find their children again.

Discuss the Diary of Anne Frank. Why is it important for the rights of refugees to be protected?

Evaluation:

Students do the following activity:

Your mom wrote an editorial criticizing government corruption, and now the police want to throw her in jail. You have to leave home immediately - and maybe forever. You can only take five things with you, and you must carry them yourself. What do you take? Discuss their choices.

Follow-up - Invite a Holocaust speaker to your class. Discuss human rights issues.



MID-HUDSON CHILDREN'S MUSEUM- WORK SIMULATION SITE PROPOSAL

THEME: UNITED NATIONS

The Mid-Hudson Children's Museum (MHCM) is a New York State Education Department (Provisional) Chartered, nonprofit organization since 1989. The museum's mission is to... "awaken children's intellectual curiosity, stir their imagination, give children the joy of exploration and discovery, and inspire creative approaches to problem solving through hands-on exhibits and interactive programs in the sciences, arts, and cultures around the world. The museum shall be a place "Where Learning is Child's Play."

During the spring of 1997, MHCM collaborated with the Eleanor Roosevelt Center at Val Kill (ERVK), the FDR Library, and a third grade class in the City of Poughkeepsie School District to create an exhibit about the childhood and accomplishments of Eleanor Roosevelt. MHCM proposes to enhance our work begun by continuing our collaboration with ERVK to highlight Mrs. Roosevelt's important role with the United Nations' Universal Declaration of Human Rights (1998 will mark its 50th anniversary).

Mrs. Carlisle's fifth grade class at the W.W. Smith Humanities Magnet Elementary School in the City of Poughkeepsie School District will help to develop a model program for understanding basic skills needed for negotiation of international human rights issues. Students will role play treaty negotiations, learn mediation skills, write petitions, participate in letter writing campaigns, use modern technology (facsimile and computer e-mail) and publish a magazine concerning child labor laws in various countries around the globe. At the same time they will learn about the culture, dress, language and geographic location of these selected countries. Volunteers from Marist College Model UN Program will develop an interactive simulated United Nations work site. *An interactive exhibit will be created from the props and information utilized for this project and placed on permanent display at the MHCM where over 25,000 children each year will be exposed to different cultures and the importance of the Universal Declaration of Human Rights.*

WORK SKILLS:

Diplomat- Treaty negotiations- All students in the fifth grade class will receive ___ hours of conflict resolution skills (now taught to only selected students through the existing mediation program at W.W. Smith School). These skills, which include *conflict resolution*, will help students to role play treaty negotiations to develop skills used by UN delegates, as well as during every day interactions with family and peers. Topics of negotiation will center around human rights issues and child labor laws. Marist Model UN students will create a model UN at Smith School to demonstrate simulated treaty negotiations to fifth grade students. Within three years, the entire school will be taught mediation skills and become audience or participants with the Marist Model UN simulated negotiations presentation each year.

Voicing Concerns using Modern Technology- Fifth grade students will understand and begin to exercise some of the important freedoms inherent in the Bill of Human Rights, by sending petitions President of the United States regarding labor laws in Haiti, letter

writing campaigns to Disney, faxing information and sending e-mail to various politicians and corporations, volunteering with Unicef collection boxes (this year's focus-child labor laws), and researching resources from ERVK, the American Federation of Teachers (AFT), Amnesty International, and Scholastic News.

Publishing a Magazine- Fifth grade students, with assistance from Marist Model UN Program students, will research, compose articles, edit, solicit advertisements and publish an informational magazine concerning international child labor issues with possible solutions for all 3rd to 5th grade students.

EXHIBIT: Simulated Negotiations- Head phones with prerecorded translations in different languages, costume section to role play diplomats from selected countries, flags representing selected countries, maps to locate countries, materials produced by child labor in various countries, question/answer opportunities to negotiate child labor issues, and computer programs to access additional information will be created and *placed on permanent display for and estimated 30,000 visitors to the MHCM during 1998.*

This project will incorporate geography, social studies, history, and foreign language and human rights issues as it exposes children to the skills necessary to serve as a diplomat for different countries. The work skills attained will be sustained as each year students will be exposed mediation training and publish a magazine focusing on international issues, (relating to health, environment or human rights). Within three years the entire school will be trained in mediation skills which will be useful in countless work and personal situations.



Eleanor Roosevelt and Captain Kangaroo at the United Nations in New York City 10/30/1957

IMMIGRATION

Family Ties and Fabric Tales

Adaptations for Junior and Senior High School Students

Getting Started

1. Address special concerns before beginning these activities (see Family Ties and Fabric Tales main story). If parents are uncomfortable with the lesson, you can alter the format for the entire class and have them interview a friend, family member or neighbor about their family immigration history.
2. Prepare your students for the lesson by providing a rich array of literature that focuses on immigration. Suggested books include *A Peddler's Dream* by Shefelman and Shefelman (Houghton Mifflin) and *New Faces of Liberty* by Jorgensen-Esmaili and Brown (Many Cultures Publishing.) To give them more control over the project, you may want let older students select the class readings. Take the class on a field trip to the community or school library to check out books. Display a selection of titles in class from which students may chose.

A Homework Assignment

1. Brainstorm with students to develop a list of interview questions.
2. Students can write down the agreed upon questions. Alternatively, you can compile the questions on a homework sheet to copy and distribute.
3. Encourage students to obtain family history information and stories from different family members.
4. Allow them one week to complete their family history sheets.

Classroom Activities

1. Students may use the information they gathered to perform a monologue. Assuming the identity of the person they interviewed, they may tell about their experiences in a dramatic presentation. They can dress the part and add interesting details about the journey based on the realities of the time period.
2. Students can write a letter to the folks back home (their country of origin) describing their journey and the new land. These letters can be put into a class book of Immigration Tales with accompanying illustrations or photos.
3. Student can write short stories from a "different" perspective. For example, Grandmama's babushka (scarf) may tell the story of the trip to America. Or, her

broach may have a tale to tell. Uncle Roberto's hat and suitcase may be the storytellers.

4. You can ask parent volunteers to help coordinate the preparation of traditional foods from cultures students have researched. Or, have students bring in already-prepared foods for a class celebration.
5. Students can research music that has immigrated to the United States (African High Life, Jamaican Reggae, Italian Opera, Russian Symphonies, Caribbean Calypso) and perhaps put on a concert for peers.

Resource

Knowledge Unlimited, Inc. (800-356-2303) offers an award-winning kit, *Everything you Need to Teach About U.S. Immigration* (\$139.95), which includes a video, *The Golden Door: Our Nation of Immigrants*, an eight poster set, *America: A Nation of Immigrants*, and a resource book, *One Nation, Many Peoples*. Each item can also be purchased individually.



"Once in his life a man ought to concentrate his mind upon the remembered earth"

by Mary Schell
Harwood Union High School
RR1 Box 790, Moretown, VT 05660
Tel. (802) 244-5187/5188

(from the *Indigenous People's Rights* Resource Notebook)

Suggested grade level: Middle-High School

Time: Varies with instructor and student characteristics

Materials: Copies of reading selection, possibly an outdoor environment

Overview:

This activity involves students in an investigation of one's own environment (physical & non-physical) and what culture teaches about a sense of place.

Objectives:

By participating in this activity, the student will:

- * analyze particular landscapes in her/his experience based on a Native American model; and
- * analyze various experiences of landscape and their relation to culture and societal groups.

Methodology:

Phase 1.

Students should silently read the excerpt from "The Way to Rainy Mountain" by Scott Momaday. Teachers of students at a concrete developmental level should read the selection to/with students in an effort to explain abstract ideas and word usages.

Phase 2.

Instructor encourages students to concentrate his/her mind upon the remembered earth; **to give yourself up to a particular landscape in your experience.** Students should pick two places they have experienced. One should be an interior environment and the other should be outdoors. I suggest using slides which include urban & rural settings, if this seems more effective than relying on memory.

Phase 3.

Ask students to do the following with each environment through their memory or actual experience:

- a. to look upon it from as many angles as you can
- b. to wonder about it (formulating questions)
- c. to dwell (think) upon it
- d. to touch it with your hands in the spring

- e. to touch it with your hands in the summer
- f. to touch it with your hands in the fall
- g. to touch it with your hands in the winter

Phase 4.

Students should then pick one of the aspects of their remembrance for each environment. They can choose the same aspect for each environment (i.e. touching the interior environment in the winter as well as the outdoor environment in the winter) or different aspects for each environment.

Phase 5.

Students should be encouraged with time and materials to present their information in a specific format such as a visual representation (ranging from representational to abstract), dance (falling leaves, ticking clock, shopping mall, migrating birds...), a skit, a song, a poem etc... The remembrance should be individual, therefore the "product" should be representative of (and/or directed by) only one person. I find the activity works best when students keep their goals simple. Therefore, one aspect of their experience tends to focus and limit.

The students can now relate this one aspect of both of their environments to group members or the class as a whole. (Size of group varies with socialization levels of students. I suggest 3-5 group members.)

Phase 6.

Students should discuss their experience of remembered earth. This can be done as formally or informally as you deem successful.

Students should consider some of the following questions/ideas:

- a.) What are the differences between outdoor and indoor "particular landscapes"?
- b.) What is the effect upon you of "concentrating upon the remembered earth"?
- c.) From the reading of *The Way to Rainy Mountain*, why do you think Momaday says we should "give ourselves up to a particular landscape"?
- d.) In your opinion, are we likely to feel as strongly about particular landscapes in our experiences as he does about Rainy Mountain?
- e.) What might prevent you from doing what Momaday suggests?
- f.) What might enable you?
- g.) Ultimately, what, if anything, does Momaday's culture teach you about a sense of "place"?
- h.) What, if anything, does your culture as a "Vermonters," "urbanite," "American," or as "John or Jane Doe" teach about a sense of place?
- i.) How does that affect your perception of other cultures?

Phase 7.

The culminating section of this activity can involve students in a writing activity where they can develop hypotheses regarding an environment of particular indigenous peoples. Students could imagine how an indigenous person relates to specific geographic, cultural or political situations based on their "remembered earth." The student will then be capable of analyzing and drawing connections based on the insight gained from delving into their own "remembered earth."

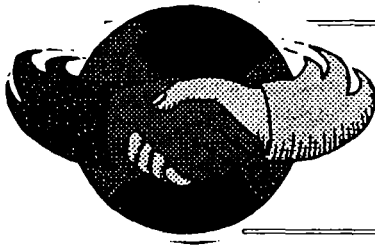
Students should reread the Momaday article, or another similar selection from Chief Seattle, Black Elk Speaks or another reading on how one relates to the environment and answer the following questions:

- How does this other vision compare to your own?
- If it differs, how does the vision differ from yours?
- If it is similar, how is it similar to yours?

Excerpt from *The Way to Rainy Mountain*

"Once in his life a man ought to concentrate
his mind upon the remembered earth, I believe.
He ought to give himself up to a particular landscape in his experience,
to look at it from as many angles as he can,
to wonder about it, to dwell upon it.
He ought to imagine that he touches it with his hands at every season
and listen to the sounds that are made upon it.
He ought to imagine the creatures there and
all the faintest motions of the wind.
He ought to recollect the glare of noon
and all the colors of the dawn and dusk. "

Momaday, N. Scott. *The Way to Rainy Mountain*.
Albuquerque: University of New Mexico Press, 1976.



Universal Declaration of Human Rights Videos

Pillsbury Elementary School

5th & 6th Grade Class

Minneapolis, MN

Kirsten Parker, Teacher

Catherine Berg Stafford, Law Student

John Tonsager, Community Representative

Students read and discussed the original and simplified versions of the Universal Declaration of Human Rights. They had difficulty understanding what each right actually meant. The community representative showed the Amnesty International cartoon/graphics video on the Universal Declaration which the students really liked.

The teacher suggested that the students make their own video. Divided into groups of four to six students each group was given five articles from the Universal Declaration. The students are writing storyboards for each article with assistance from the law student and teacher. The ideas range from skits to graphics. They are also learning to use the video equipment at their school. In the next several sessions, they will tape and produce videos of the rights. The videos will be shown on the in-school cable television channel.

Working Classes: Student Exhibit Spotlights Labor History Month

In a photography project with middle and high school students from around New York City, the cultural program of 1199 National Health and Human Service Employees Union/SEIU began to look at what working means from an artistic point of view. *WORKING*, an exhibition of 35 photos accompanied by text, is the result of hundreds of students interviewing and photographing people they know at work. (See accompanying photo essays below.)

Beginning in May, which is designated as Labor History Month, the photo-and-text exhibit is on display at 1199's Bread and Roses Cultural Project gallery at 310 West 43rd Street in New York. Schools participating in the project have agreed to host concurrent exhibits, featuring work of all the students who have taken part in this study.

What does work mean to us as individuals? As a society? How does work shape our values? Our lives? These are the questions the students explored as they used the subject of *WORKING* to create art, learn labor history, and examine the careers of people close to them. The exhibit is the capstone in a series of events examining and celebrating work and working people: a symposium in which students talked about their own jobs -- difficult to find, poorly paid, often unsatisfying; a student-run film festival; guest speakers including a labor historian, a union organizer, and a gallery curator; *Workers Write*, a reading by union writers; a one-woman show about working in the New York City water system; and a presentation about the working life of rock musicians.

For posters and a study guide (\$11.99) that will bring the world of *WORKING* to your classroom, contact:

Bread and Roses Cultural Project
330 West 42nd St. 7th Floor
New York, NY 10036
(212) 631-4565

Our class was working with the International Center for Photography on a photo shoot. The assignment was to take pictures of different ethnic groups at work. We went into a Chinese restaurant on 116th Street and Second Avenue. I ordered chicken wings and fried rice. When the cook started to flip the food around the wok, I took his picture. I think the picture captures a cultural moment. Many Chinese people work in Chinese restaurants



throughout the city. They work in all neighborhoods, with all different ethnic groups. I think the people in my neighborhood respect the workers in the Chinese restaurants because they're dealing with our food. I think the workers in the Chinese restaurants respect us because we give them our money. The people in the Chinese restaurant near my house know me, and know what I like when I come into the restaurant. It makes me feel respected.

Christopher James, age 14
Academy for Community Education and Service



For my labor sheet, I chose my mother. I chose my mother because I think she is a very hard-working woman. She works eleven hours Monday to Friday and comes home and does her job and has time for her family. I think my mother is the best. She doesn't have a husband and doesn't have somebody to give her money to pay rent besides my brothers. She works hard. My feelings towards it is that she is 56 years old and doesn't look her age and like I said before she's a hard-working woman and I love her.

Priscilla Veras, age 16
Graphic Communication Arts High School

The person who I took photos of for the labor project is the guy who I work with. When I first got this project I didn't know who to take pictures of. Then I figured that I also work and I work with this guy so why not take pictures of his work? I chose this particular person because he works very hard. In fact, he's the best worker we have. He's a very good cook and he never loses his touch. The experience I had taking pictures of this person was good because he was in the right place at the right time and he was in the perfect position for me to photograph him. I like the labor project because all of my pictures came out very nice.

Lyndon Felder, age 18
Graphic Communication Arts High School





A Lesson From the Iroquois

Grades 6-8

In the centuries preceding European conquest, five Native tribes from across what is now New York state -- the Mohawk, the Onondaga, the Seneca, the Oneida and the Cayuga -- formed a joint government known as the Iroquois Nations. Their confederacy operated under the laws set forth in "Gayanashagowa (The Great Binding Law)," sometimes called the Constitution of the Iroquois Nations. (In the mid- to late-1700s, the Tuscaroras joined as a sixth tribe.)

Although the Gayanashagowa was transmitted orally and remained unwritten until the early 1900s, Thomas Jefferson and others who set out to write the U.S. Constitution in the late 1780s drew upon the Iroquois' archetype for inspiration and guidance. Ask students to read and then to compare a translation of the Gayanashagowa (<http://www.msstate.edu/archives/history/USA/constitutions/iroquois>) and the U.S. Constitution (<http://usconstitution.org>). Depending on the ability level of students, educators may want to produce paraphrased texts for student analysis.

- What passages of the Iroquois Constitution might have inspired the authors of the U.S. Constitution? Why? One section, for example, reads: "Look and listen for the welfare of the whole people. And have always in view not only the present but also the coming generations." What might these words have meant to Thomas Jefferson and his colleagues?
- How are the documents similar? For example, the Iroquois Constitution provided for a division between the rights of the Nation (comparable to the federal government) and rights reserved for the respective tribes (comparable to the states), a series of personal rights, including the rights to privacy and to practice tribal religion, as well as a system of checks and balances (analogous to the executive, legislative and judicial branches of government). How are they different? While women go unrecognized in the U.S. Constitution, they are mentioned frequently in the Iroquois Constitution and played an important role in that government. What cultural differences gave rise to such disparities?
- As an art or music assignment, ask students to bring the documents' images to life in drawings or paintings, or encourage them to set phrases, sentences or paragraphs to song. The Iroquois Constitution actually includes passages intended to be sung by members of the Nation. Students can research Native styles or musical scores popular at the time of the U.S. Constitution's ratification to help them compose original themes.

Modification for use in grades 9-12:

Adapt the above exercises to include an analysis of the new South African Constitution. The document and a complete record of its development are available from <http://www.constitution.org.za>.

For more information...
Go To Classroom Activities

<http://www.splcenter.org/teachingtolerance/tt-35.html>

Category:	Human Rights
Subcategory:	Right to Work, Leisure & Fair Work Conditions (23, 24)
Copyright:	View copyright information.
Title:	She Doesn't Work (Women)
Author:	Amnesty International
Age Range:	Middle/Junior High School (Grades 5-8). Senior High School (Grades 9-12).
Brief Summary of Lesson or Action:	Aim: This project activity aims to draw students' attention to discrimination against women and to encourage them to challenge it. Learning point: - Discrimination against women is a violation of human rights.
Background Information, Materials, or Resources Needed:	What you need: - Simplified Version of the Universal Declaration of Human Rights. - Text "She doesn't work" (below). - Blackboard or large piece of paper Time: Two lessons and homework
Classroom Lesson, Community Action, or Other Information:	How to do it: ● Read, or ask the students to read the text "She doesn't work". ● With the whole class, make a quick list of all the jobs which the wife has to do. ● Now brainstorm reasons why the husband doesn't think his wife "works". Encourage the class to think of as many reasons as possible why the husband might think like this. For example, it might be because she is unpaid, or because he thinks his work is harder. (for advice about brainstorming see page 27. Spend about five minutes on this part. ● Now, brainstorm reasons why the wife's responsibilities are work. For example, her longer working day. Spend about five minutes on this part. ● Tell the students that Articles 1 and 2 of the Universal Declaration of Human Rights or it's summary, specifically mention sexual equality. Read these articles - either the full or simplified versions. (See Part Five of this manual). ● Ask the students to form pairs. Each pair should make a list of all the work which has to be done in and around their home. ● After five minutes, go around the pairs, asking for one item from each pair's list until there are no more suggestions. Write all the suggestions up on the wall.



Speaking at the International Assembly of Women, Kartwright, NY.

● Ask the students to form groups of four or five. Ask each group to write their own questionnaire about household work. The aim of the questionnaires is to find out about housework in their own area. They will need to phrase the questions in such a way as to find out as much as possible about the subject from the people they interview. They could include questions such as:

- Who makes the meals in your house?
- Do men and children help around your house?
- How long does housework take?
- Do the women have other jobs to do in addition?

Each questionnaire will probably be different. Alternatively, the class could work together to make one questionnaire.

● Allow a week for students to make a survey about housework in the community, using their questionnaires. Remind them to question both men and women!

● After the survey has been done, have a report-back lesson. This could be done as a mathematical analysis of the survey answers, or a verbal report, or as a quick Talking-Stick exercise (see page 68 for advice about this method), where each student is allowed to say one thing which they discovered through the survey.

● During or after the report-back, use the following questions to help students to analyze their results:

Questions:

- Did you discover anything surprising?
- How did you feel about what you found?
- Did your discoveries change the way you think about the work women do? Why/ Why not?
- Did you discover any tasks which could only be done by men?
- Did you discover any tasks which could only be done by women?
- Boys, would you like to do all the work that women do? Why/ Why not?
- Is it right for women to have to do all this work?
- What can we do in this classroom, or in our homes, to treat each other more equally? Which tasks could be done by men or women? Which tasks could be done together?

Choices:

● As a project, ask the class to work out how many hours there are in each week and then to calculate for their family how much time each person spends sleeping, working, relaxing, playing, and so on. The results could be made into a statistical chart, or calculated as percentages. Then ask questions like those listed above to draw the student's attention to the burden of housework which women carry, and maybe the differences

between boy's and girl's lives. It is likely that the girls will have less leisure time than the boys. Concentrate on examining whether the students think the present situation is fair.

She doesn't work

"Have you many children?" the Doctor asked.

"Sixteen born, but only nine live," he answered.

"Does your wife work?"

"No, she stays at home."

"I see. How does she spend her day?"

"Well, she gets up at four in the morning, fetches water and wood, makes the fire and cooks breakfast. Then she goes to the river and washes clothes. After that she goes to town to get corn ground and buy what we need in the market. Then she cooks the midday meal."

"You come home at midday?"

"No, no. She brings the meal to me in the fields, about three kilometres from home."

"And after that?"

"Well she takes care of hens and pigs. And of course she looks after the children all day. Then she prepares supper so that it is ready when I come home."

"Does she go to bed after supper?"

"No, I do. She has things to do around the house until nine o'clock."

"But you say your wife doesn't work?"

"No. I told you. She stays at home."



Eleanor Roosevelt and the Women's Trade Union League 1954

Category:	Human Rights
Subcategory:	Justice
Title:	Vesna's Story
Author:	Amnesty International
Age Range:	Middle/Junior High School (Grades 5-8). Senior High School (Grades 9-12).
Background:	<i>(Adapted from p.16 of Understand the Law 1995, The Citizenship Foundation)</i> Aim: This case study about racial discrimination aims to explore issues of justice and human rights. Learning point: - Discrimination, including racial discrimination, is a violation of human rights. Time: About an hour and a half What you need: A copy of the Simplified Version of the Universal Declaration of Human Rights for each group.
Description:	How to do it: ● Form the class into small groups of five or six. ● Explain to the class that many countries have laws against unfair discrimination on the grounds of race or sex. Also the Universal Declaration of Human Rights contains articles against discrimination. ● Ask the class in their groups to look at different parts of the simplified version of the Universal Declaration of Human Rights to find which are the relevant articles against discrimination. (Note: Almost every article is relevant in some way.) ● After ten minutes, go round the class, and ask each group to tell the class about an article they think is relevant. Ask them justify their choice by giving a practical example of how that article counters discrimination. ● Read out Vesna's Story: Vesna is a Roma woman. This is her story. "I saw a job for a sales assistant advertised in the window of a clothes shop. They wanted someone between 18 and 23. I'm 19, so I went in and asked about the job but was told by the manageress to come back in two days because not enough people had applied.

I returned twice, and was always told the same thing. Nearly a week later I went back to the shop. The job advertisement was still in the window. The manageress was too busy to see me, but I was told that the vacancy had been filled.

After I left the shop, I was so upset that I asked a non-Roma friend if she would go in and ask about the job. When she came out she said that she had been asked to come for an interview on Monday."

● Now read out the manageress's response:

"I felt that Vesna would find it difficult to work here, because of the distance that she would have to travel in to work each day. It would be an eight-mile journey on two buses. It makes it very difficult to run the shop if staff are always late. I'd much prefer to appoint someone from this area.

The person to whom I offered the job seemed just right."

● Ask the class in their groups to decide:

- Do you think Vesna was discriminated against? Why?
- If so, what do you think the shop should have to do?
- What could Vesna do about this situation? Do you think her non-Roma friends should help her to get justice? How?

● Now tell the class what happened:

"Vesna took her case to a special European court which enforces the law about discrimination. The court agreed that she had been discriminated against. Several other people who lived far away from the shop had been interviewed. The girl who got the job was only 16, white, and lived the same distance from the shop as Vesna. The shop had to give Vesna some money for the injury to her feelings."

Other
Information:

Questions:

● Vesna was unfairly discriminated against because of her ethnicity. The manageress didn't really know anything about her. Which groups of people are discriminated against in your country? Why? Do you agree with this discrimination?

● Do you know anything about these groups? Do you think this knowledge is accurate?

"Ignorance encourages prejudice and makes discrimination possible". Do you agree with this statement?

Choices:

● As an action, ask the class to write stories, poems, a play or make cartoons/pictures about a time when they felt unfairly discriminated against. For example, because of their sex or age. What would it be like to be discriminated against all the time? If the students agree, display these in the classroom.

● As a project students could study a group in your country which is discriminated against, focussing on the question "Is this discrimination justified?"



Eleanor Roosevelt at the She She She Camp for Unemployed Women, Bear Mountain, NY

Category:	Human Rights
Subcategory:	Economic Security & Property Ownership (17, 22, 25)
Copyright:	View copyright information.
Title:	Irina's Story (Introduction to Human Rights)
Author:	Amnesty International
Age Range:	Middle/Junior High School (Grades 5-8). Senior High School (Grades 9-12). Post-Secondary. Adult and Community Education.
Brief Summary of Lesson or Action:	Aim: This case study about someone whose rights were systematically violated aims to improve students' knowledge about human rights violations and to develop the attitude that violations can be opposed by ordinary people. Learning point: - Individuals and especially groups of people can act to successfully oppose human rights violations.
Background Information, Materials, or Resources Needed:	What you need: - Irina's Story from pages 129 and 130. - Simplified Version of the Universal Declaration of Human Rights. - Information about prisoners of conscience (below). Time: About one hour
Classroom Lesson, Community Action, or Other Information:	How to do it: ● Ask the class to quickly think of all the reasons why a government might legitimately imprison someone. For example, for murder, robbery, etc. Write these down on the wall. Don't spend more than five minutes on this part. ● Read, or ask the students to read, the Information about prisoners of conscience from page 130. ● Read, or ask the students to read, Irina's story from pages 129 and 130. ● Form the class into groups of five or six. Give each group a copy of the simplified version of the Universal Declaration of Human Rights from page 163. Ask them to find which of Irina's rights under the Universal Declaration of Human Rights were violated (if you are not able to copy the Declaration, read each the rights out one by one and ask the class whether Irina had that right violated). ● If some groups finish quickly, ask them to identify the methods which the Milwaukee Amnesty International group used to get Irina released. ● Use the questions below to start a discussion about Irina's case.

Questions:

- Do you think it was correct to imprison Irina? Why? / Why not?
- Which of Irina's rights were violated? What do you think the authorities were trying to do by treating her like this?
- The people from the human rights organisation Amnesty International did not know Irina personally, and were not from her country. Why do you think they cared about what was happening to her?
- What effect, if any, do you think the actions of these people had on the Soviet government, the US government, and Irina? Why?
- The authorities who imprisoned Irina, and other governments which have abused human rights, use the argument that enemies of the state forfeit their human rights when they act against the state. The preamble of the Universal Declaration of Human Rights says that we all have "equal and inalienable rights". Who do you think is right? Why? Why is this important?
- How would you like the world to react if you were put in prison unfairly?

Choices:

- For older children, use the standard, unsimplified version of the Universal Declaration of Human Rights in this activity.
- As an action, ask older students to write a poem from the point of view of a prisoner in solitary confinement, or to perform Irina's story as a play for the rest of the school.
- Irina wrote poems in soap. Younger children could experiment with writing poems using water on earth, or sticks etc....

Irina's Story

A day after her 29th birthday, on 5 March 1983, Irina Ratushinskaya, a poet from Ukraine, was sentenced to seven years' hard labour and five years of internal exile for anti-Soviet agitation and propaganda. Her sentence was based on five poems, which her husband said were as much to do with politics as is the Lord's Prayer. She had also participated in demonstrations calling for greater governmental respect for human rights.

She was imprisoned in the Small Zone, a special unit for women political prisoners at Barashevo in the Mordvinian Autonomous Republic, in the Russian Federation. The Small Zone had the harshest regime of imprisonment allowed for women under Soviet law.

Irina went on hunger strikes to protest against the unheated cells and lack of proper food and medical attention. She suffered from numerous medical problems, yet her family could neither visit nor send medication. In response to her hunger strikes, Irina was transferred to the punishment facilities at the Yavas prison. Upon arrival, she was beaten unconscious, left overnight in her underwear on the stone floor and was not allowed a prison cot for recuperation. After attempting to bring charges against the wardens who had beaten her, Irina was put in solitary confinement for "pretending to suffer from concussion."

In a book called "Grey is the Colour of Hope", she described her prison life: "All those norms of human behaviour which are inculcated in one from the cradle, are subjected to deliberate and systematic destruction. It's normal to want to be clean? Then take your portion of salted sardelles through the hatch in your cell door with your bare hands! You will not be given plates or knives, not even a sheet of paper to put it on. And then, wipe the fish innards off your hands against your clothes, because you can't have any water! Contract scabies and skin fungus, live in filth, breath the stench of the slopbucket, then you'll regret your misdemeanours! Women are prone to modesty? All the more reason to strip them naked during searches, and when they're taken to the bathhouse while under investigation, a whole group of leering and jeering KGB officers will enter 'by chance'... a normal person is repelled by coarseness and lies? You shall encounter such an amount of both, that you will have to strain all your inner resources to remember that there is, there is another reality!"

In 1983, Irina's case was taken up by the human rights organisation Amnesty International, which began to campaign for Irina's release. The Amnesty International Group in Milwaukee, USA, organized a major campaign to publicize Irina's plight in magazine and newspaper articles and radio interviews, including an interview with Voice of America which was broadcast many times into the USSR. They sent petitions and postcards about Irina to Soviet officials and tried to get the assistance of US officials, including the President. They also contacted Irina's husband and mother-in-law.

continued...

Irina's Story continued...

In 1985, Amnesty International found that Irina had been transferred to an unknown location. The Milwaukee group organized a sold-out concert for Irina's birthday and International Women's Day. At the concert, her poems were read aloud by a famous poet, and descriptions of her case and letter writing instructions were given to the audience.

By 1986, Irina's case had become well known. Senator Edward Kennedy discussed the case with Secretary General Mikhail Gorbachev on his visit to the USSR. A hunger strike supporting Irina was held in England, and in Israel, Amnesty groups distributed brochures about Irina. Students in Denver, Colorado, held a birthday party for Irina and wrote to her every day. Irina was finally released early on October 9, 1986. The Soviet authorities also allowed her to travel abroad for medical treatment. Irina was forbidden to write poetry in prison and was denied paper and things for writing. However, she scratched poems into a large bar of soap in her cell, memorized them, then washed them away. She wrote 300 poems in this way. The poems were later published after her arrival in the West.

Information about Prisoners of Conscience

Prisoners of conscience are men, women and children detained for their beliefs, colour, sex, ethnic origin, language or religion who have neither used nor advocated violence.

All over the world, hundreds of thousands of people are in prison, not because they are criminals, but for what they believe in. They are often held without trial, or after a secret trial, or a trial carried out in their absence. Such imprisonments are against the Universal Declaration of Human Rights. Many prisoners of conscience have their freedom taken away for disagreeing peacefully with their government.

Who Are the Arab Americans?

By Jennifer R. Holladay

Summary

Although there are an estimated 1 to 3 million people of Arab descent living in the United States, traditional multicultural efforts often overlook this ethnic group. Like members of other marginalized groups, Arab Americans face stereotyping and prejudice, and their contributions to the U.S. and to the world often go uncelebrated. This activity is designed to increase student knowledge about Arab Americans and to challenge misperceptions that students might hold about people of Arab descent.

Materials

Who Are the Arab Americans? Quiz (for students) and Answer Sheet (educator resource)

Instructions

Distribute the Who Are the Arab Americans? Quiz to students. Assure students that the "test" will not be graded. Allow students adequate time to complete the quiz. Then hold a class discussion about their answers. Use the Who Are the Arab Americans? Answer Sheet to guide the conversation.

To help students expand their knowledge about Arab Americans and to challenge any stereotypes they might possess about the ethnic group, implement the activities identified on the Who Are the Arab Americans? Answer Sheet .

To evaluate the success of the program, educators can re-administer the Who Are the Arab Americans? Quiz as a post-test.

Resources

The American Arab Anti-Discrimination Committee (www.adc.org) offers a wealth of classroom resources for challenging bias against people of Arab descent.

The Arab American Institute's Web site provides a plethora of information about Arabs in the U.S., including information on immigration patterns and easy-to-use data from the 1990 Census. See www.arab-aii.org.

In "Arab American Students in Public Schools" — available on-line at <http://eric-web.tc.columbia.edu/digests/dig142.html> — Wendy Schwarz provides a useful summary of techniques that educators can use to create an environment that is welcoming to Arab students.

At <http://www.hanania.com/nambook.htm>, Ray Hanania, author of *I'm Glad I Look Like a Terrorist: Growing Up Arab in America*, offers teachers a powerful reminder about the power of names.

What Must be Done to Achieve Equality?

A Group Discussion Activity

(from "Breaking the Classroom Silence," the curriculum which, along with an extensive bibliography, serves as the *Gay and Lesbian Rights* Resource Notebook)

OVERVIEW:

By placing statements about what must be done to achieve equality for gays and lesbians, students consider the responsibility people have for themselves and others in efforts to end discrimination. Students also explore the relative importance of changing legislation, changing attitudes, and taking action in order to achieve equality.

OBJECTIVES:

- ☐ To analyze responsibility for ending discrimination against lesbians and gay men
- ☐ To compare the relative importance of different tactics for achieving equality
- ☐ **AGE LEVEL:** High school to adult
- ☐ **TIME:** About 60 minutes
- ☐ **MATERIALS:** Handouts 1-3
- ☐ **SUBJECT AREAS:** Social studies, Health education

PROCEDURE:

Divide students into groups of 4-6.

For each group prepare an envelope containing one complete set of statements from Handouts 1-3. The statements should be cut into strips.

Each group should also have one sheet of newsprint paper. The paper should be held lengthwise and divided into three columns. The columns should be headed: Essential, Useful, and Irrelevant.

As the group reads each statement, they should try to place it in what they agree is the appropriate column. In essence, group members are answering the question: In order to achieve equality for lesbians and gays, which actions are essential, which are useful, and which are irrelevant?

When the group cannot agree, they should save that statement until they have placed the ones about which they agree. They should then discuss the remaining statements and try to place them under the Essential, Useful, or Irrelevant column.

Each group should try to reach a consensus. Members may alter the wording of a statement if it helps the to reach consensus. Blank slips of paper can be used to create additional statements if needed. When all the statements have been placed on the newsprint, they can be taped in place.

Groups should be allowed time to look at each other's finished sheets and to identify differences in priorities.

Groups should then return to their own sheet and note whether there is any pattern in where they have placed the different colored statements. At this time, the teacher should draw attention to the significance of the colors of the statements:

red = legislative change
green = attitude change
yellow = action for change

Questions to debrief the activity:

- ☐ In general, what principles guided you as you placed the statements under the three columns?
 - ☐ Was there a pattern of bias for or against legislative change, attitude change, or action?
 - ☐ Why do you have such a bias?
-

Handout 1

To be copied on red paper

The age of consent should be the same for heterosexual and homosexual couples.

Discrimination in employment against lesbians and gays should be illegal.

The state should recognize lesbian and gay marriages.

Laws against lesbian and gay relationships should be repealed.

Lesbian and gay relationships should be recognized for immigration purposes.

Lesbians and gays should be allowed to serve as members of the armed forces.

Lesbians and gays should be allowed to adopt children and become foster parents.

Same-sex affection in public places should be accepted.

General laws on assault, asylum, and so on should be applied to lesbians and gays.

Special provisions should be made to guarantee the safety of lesbians and gays.

Lesbian and gay organizations should be officially recognized by the government.

The government should give financial support to lesbian and gay organizations.

The government should recognize registered partnerships between lesbians and gays.

Lesbians and gays should be allowed to marry.



Eleanor Roosevelt and John F. Kennedy
President's Commission the Status of Women 2/12/62

Handout 2

To be copied on green paper

In sex education, homosexuality and heterosexuality should be presented as equal.

Everyone who works with young people should undergo anti-heterosexist training, along with other diversity training.

Books should be available to children showing children in lesbian and gay households

Stereotypes of lesbians and gay men should be challenged.

The idea that AIDS is a gay disease should be challenged.

The idea that homosexuality is unnatural should be challenged.

Lesbians, gay men, and their accomplishments should be included in curriculum.

The idea that the nuclear family is the best place to bring up children should be challenged.

Gays and lesbians should learn about the experiences of other people who experience discrimination.

Handout 3

To be copied on yellow paper

Lesbians and gays who act against the interests of other lesbians and gays should be "outed."

Lesbians and gays should reduce their "invisibility" by engaging in high profile media events including demonstrations.

Those who support lesbian and gay rights should lobby the government, as well as religious and other institutions.

Lesbians and gays must work within mainstream institutions and organizations to achieve equality.

Lesbians and gays should build coalitions with other oppressed groups.

Lesbians and gays should take action in solidarity with other oppressed groups.

People who support lesbian and gay rights have a responsibility to challenge homophobia whenever possible.

Supporters of lesbian and gay rights should register a complaint whenever there is anti-gay reporting in the media.

Supporters of lesbian and gay rights should boycott those products and services from companies which are anti-lesbian/gay.

Lesbians and gays have a responsibility to set up or join organizations which campaign for their rights.

Campaigns which have been successful in challenging lesbian and gay oppression should be publicized and celebrated.

Lesbians and gays should be open about their sexual orientation.



Teaching about Conscience Through Literature

by Cynthia Stokes Brown and Herbert Kohl

Note: This excerpt from a section of the *Teaching Human Rights through Literature* Resource Notebook includes only the introduction, table of contents and one activity.

APPROACH

One way to approach the moral and practical problem raised by issues of conscience is through literature. Poems, songs, and themes from plays and novels can be used to focus students' attention on specific aspects of moral choice and responsibility. They can lead to discussions of the issues involved, to suggestions for creative writing, and to a more general investigation of the historical conditions that led people to perform acts of conscience or to become passive.

The literature used in this section to illustrate different aspects of conscience are merely samples of a whole range of works that could be used to teach human rights, and the exercises can easily be adapted to any material a teacher wishes to use. We encourage teachers to seek out their own material.

This section focuses on six different aspects of conscience:

Part 1. Not speaking out. This section deals with moral silence, with people who choose not to take a stand and who allow themselves to be silent witnesses.

Example 1: W.H. Auden's "The Unknown Citizen"

Example 2: James Schevill's "Confidential Data on the Loyalty Investigation of Herbert Ashenfoot"

Example 3: W.H. Auden's "September 1, 1939"

Also: poem by Alade Foppa

Part 2. Learning to speak. This section describes people who, due to the influence of another or the power of a situation or some unexpected inner resource, learn to speak out for what they believe in. It will also deal with change in belief and moral conversion.

Example 1: John Newton's "Amazing Grace"

Example 2: René Balence's "Smile"

Example 3: Marge Piercy's "Unlearning Not to Speak"

Also: poems by Hien Luong and Alicia Partnoy

Part 3. Taking a stand. This section concerns situations in which neutrality is impossible, situations concerning the oppression of one group of people by another. It deals with the conflict between the notion that speaking out and taking a stand is a social responsibility and the notion that the only responsibility is to oneself or one's own group.

Example 1: Florence Reece's "Which Side Are You On?"

Example 2: Phillip Lopate's "Solidarity with Mozambique"

Part 4. Fear of acting on the basis of conscience. This section deals with people who have clear moral feelings yet are afraid to act upon them, as well as with people who try to act on the basis of conscience and then pull back.

Example 1: Pablo Neruda's "Toward the Splendid City"

Part 5. Consequences of acting on the basis of conscience.

Example 1: Muriel Rukeyser's "The Gates"

Example 2: Ishael Reed's "Sky Diving"

PART 1: NOT SPEAKING OUT

Many people make a conscious effort to not know some of what is happening in the world so they will not be forced to make moral choices. These people hesitate or refuse to confront the personal consequences of social injustice or the violation of fundamental rights of various kinds, believing that it is best to remain ignorant or keep silent. Moral avoidance has been portrayed in literature in many ways.

Example 1: W.H. Auden's "The Unknown Citizen"

This poem provides an ironic portrait of the good citizen who has never taken action or felt the need to act on the basis of conscience.

Topics for Discussion:

A. Auden uses a number of phrases to develop the idea of a passively obedient, unthinking citizen: "no official complaint," "the Greater Community," "normal in every way," "the proper opinions for the time of the year," etc. Ask the class to discuss these phrases. What might their opposite be? For example, what are improper opinions for the time of the year? What occasions official complaint?

The idea of "official complaints" and unofficial complaints can lead to a general discussion of the difference between complaining in private and trying to do something about your complaints.

B. In conjunction with an analysis of these phrases, ask the class to generate an "anti-poem": "To the Too- Well-Known Citizen" or "To the One Who Objected too Much."

C. A good lead into a discussion of obedience is the line "When there was peace, he was for peace; when there was war, he went."

D. A discussion of Auden's final statement can lead into the whole question of freedom of expression. Does the structure of our society inhibit or encourage the free expression of ideas? For a few? For anybody? Do people get punished (either psychologically, socially, or physically) for the free expression of certain ideas? What ideas are considered dangerous? Why?

E. At the end of the poem Auden says:

Was he free? Was he happy? The question is absurd:
Had anything been wrong, we should certainly have heard.

He is implying that under the surface the statistical Unknown Citizen might have been a complex, troubled individual lost in an uncaring world. These lines have double meanings and therefore employ the literary device of irony, which is an effective way to make a point indirectly. One way for students to familiarize themselves with irony would be to practice rewriting direct sentences - from other excerpts in this section - using this device.

The Unknown Citizen
(to JS/07/M/378
This Marble Monument
Is erected by the State)

He was found by the Bureau of Statistics to be
One against whom there was no official complaint,
And all the reports on his conduct agree

That, in the modern sense of an old-fashioned word,
he was a saint,
For in everything he did he served the Greater Community.

Except for the War till the day he retired
He worked in a factory and never got fired,
But satisfied his employers, Fudge Motors Inc.
Yet he wasn't a scab or odd in his views,
For his Union reports that he paid his dues,
(Our report on his Union shows it was sound)
And our Social Psychology workers found
That he was popular with his mates and liked a drink.
The Press are convinced that he bought a paper every day
And that his reactions to advertisements were normal in every way.
Policies taken out in his name prove that he was fully insured,
And his Health-card shows he was once in hospital but left it cured.
Both Producers Research and High Grade-Living declare
He was fully sensible to the advantages of the Installment Plan
And had everything necessary to the Modern Man,
A phonograph, a radio, a car and a frigidaire.
Our researchers into Public Opinion are content
That he held the proper opinions for the time of year;
When there was peace, he was for peace; when there was war, he went.
He was married and added five children to the population,
Which our Eugenist says was the right number for a parent of his generation,
And our teachers report that he never interfered with their education.
Was he free? Was he happy? The question is absurd:
Had anything been wrong, we should certainly have heard.

W.H. Auden



Eleanor Roosevelt and the Shah of Iran in Teheran, Iran 3/20/1959

EDUCATOR'S RESOURCE CENTER

Category:	Human Rights
Subcategory:	Economic Security & Property Ownership (17, 22, 25)
Copyright:	<u>View copyright information.</u>
Title:	Bill of Rights for the Republic of South Africa
Author:	Kate Mura
Brief Summary of Lesson or Action:	This is the end-project of a combined literature and history unit on South Africa. Students are given three documents (human rights) from resource mentioned below. They are required to make notecards and work in groups as preparation before they each write a Bill of Rights for the New Republic of South Africa.
Background Information, Materials, or Resources Needed:	After three weeks of history and reading "Cry, The Beloved Country," the students are presented with this task. They also read three preparatory documents from Human Rights For All, by Edward L. O'Brien, et al. * *Available from the Human Rights USA Resource Center, phone toll-free: 1-888-HREDUC8
Classroom Lesson, Community Action, or Other Information:	Homework: Read the Universal Declaration of Human Rights, make seven notecards - one bibliography card, two which summarize, two which paraphrase, and two which quote exactly from the Articles. Day One: 1) Notecard check/comments 2) Large group discussion, brainstorm definition of human rights and explore reasons why one should learn about human rights. 3) Group work: In groups of four or five, have students list six areas of human rights which they feel are important. Record on large poster sheet. Post the sheets around the room. One person from each group should be able to justify/explain/defend the choices. 4) Movie: "Cry Freedom" Homework: 1) Read the first 20 Amendments to the US Constitution. 2) Record six more notecards: two paraphrases, two summaries, two quotes from six different articles Day Two: 1) Notecard check 2) Briefly review US Amendments 3) Skim "UN Convention on the Rights of the Child" 4) Group work: use "Bill of Rights Group Chart" (Social/Cultural, Economic, and Political/Civil) Select three "rights" for each category. 5) Place on poster paper and post; explain: Prelude to assignment. 6) "Cry Freedom" Homework: First Draft of Bill of Rights for the Republic of South Africa: Ten articles of at least 3-4 sentences in length; Articles should address South Africa as you understand it today; Use appropriate language in your own words. Day Three: 1) Critique first drafts 2) Final "Cry Freedom" Homework: Final Draft of South African Bill of Rights.

<http://www.mightymedia.com/edu...um2.cfm?CID=7&CurriculumID=118>



Eleanor Roosevelt, Sargent Shriver, and Hubert Humphrey on *Prospects of Mankind* 3/02/1961

VOLUNTEER SERVICE PROJECT – COMMUNITY INVOLVEMENT

Sue Partain, Ann Pinna, and Georgie Sylvester, Todd Middle School, Poughkeepsie, New York.

Purpose: To make students aware of volunteer organizations in their community
To acquaint students with others less fortunate than they
To encourage students to volunteer their time and energy to help those in need
To enable students develop a sense of self-worth and self-esteem by helping others.

Activities:

1. To kick-off the project, a school-wide assembly was held to introduce students to various volunteer organizations in the community. Teachers had contacted volunteer organizations beforehand and invited representatives from these organizations to come to school and speak to the students about the needs of their organization and the necessity for volunteers. Some of the organizations represented were: the March of Dimes, the Rotary Club, a nursing home, Lighthouse organization for the Blind, Tubman Towers Tutoring Program, Vassar Brothers Hospital, and a homeless shelter. Some of these organizations brought recipients of their services with them to attest to the need and appreciation for volunteers to help them.
2. The next day, each student selected a volunteer organization in which he was interested. He was required to research it and write a "fact sheet" about it, listing the name, address, phone number, and type of service required by their selected organization. After the "fact sheet" was completed, the student was then required to create an "advertising poster" depicting the volunteer activity. Students could draw their own pictures, cut and paste pictures from a magazine, or use computer graphics to acquaint and inform others about their volunteer organization. The completed posters were then hung in the halls for everyone to see.
3. Next, each student was required to select a volunteer activity in which he wished to participate, call up the contact person of the organization he selected, and actively volunteer for a specific period of time. Each student could determine the length of time for this volunteer activity. Students were required to secure their parents' permission before they volunteered their services. Also, students needed to provide their own transportation to and from their volunteer activity.
4. As a follow-up to their volunteer experience, each student was asked to reflect upon and react to his volunteer experience by means of a written, oral, video, or other creative expression of his choice. Students shared their

experiences with their peers. Teachers discussed their students' experiences, and evaluated their work.

5. Lastly, another school assembly was held where students were introduced to Homepage and Web Technology. Engineers and teachers discussed computer layout and design and facts about marketing their volunteer organization on the Internet. As a result of their knowledge, students were asked to assemble their information and create their own website. Students cited the facts and needs of the various local volunteer agencies for other students to access in future years.

Results:

1. Not only did this service project provide an incredible learning experience for students, but it also provided volunteers for many of our local community volunteer organizations. Compassion, commitment, responsibility and self esteem are some of the qualities students took away from this very worthwhile experience.



Eleanor Roosevelt at Works Progress Administration Negro nursery school in Des Moines, Iowa 6/8/1936

HONOR MARTIN LUTHER KING JR.'S LEGACY-DO SOMETHING!

Student Activism: [www.splcenter.org/teaching tolerance](http://www.splcenter.org/teaching%20tolerance) and www.dosomething.org/league/

This project works in association with. www.dosomething.org "Do Something" has as its mission:

"We inspire young people to believe that change is possible, and train, fund, and mobilize them to be leaders who measurably strengthen their communities."

"Do Something" believes the following:

**In every individual is the power to change the world
Every young person an lead
Educators can act as community coaches and can change lives
Kids can make a difference**

The "*Do Something League*" is a national youth-led movement to inspire young people to make a difference in their schools and neighborhoods and give them the tools they need to take action. Sponsored by General Mothers, it gives the schools free grade-appropriate service-learning curricula, connection to a national community-building movement through the Internet, and provides national recognition for young people's community-building accomplishments.

Young people learn best by doing. The Do Something League provides five unique activities-Cornerstone Events--that offer an opportunity year-round to develop young people's leadership skills and build community.

Do Something Town Hall -Students express their hopes and concerns, and turn ideas into action.

Do Something Today - Students design and implement a community-building project.

Do Something Kindness & Justice Challenge - Students perform acts of kindness and justice to keep Dr. King's dream alive.

Do Something Spring Project for National Youth Service Day - Students complete a project for this day.

Do Something Celebration - Students celebrate their community-building accomplishments.

Students in grades K-12 learn important values such as respect, nonviolence, responsibility and moral courage, and put these values into practice in their schools, home and neighborhoods.

Ideas for Acts of Kindness & Justice: *(Ideas compiled by Jessica Cooper)*

- Volunteer at a soup kitchen
- Volunteer after school at Boys and Girls Club
- Have a day where all students donate something to the Salvation Army
- Visit a children's ward of a hospital
- Have a bake sale to raise money for a community program--if possible, bake together in school
- Participate in a Walk for AIDS victims, for Cancer research, or for Diabetes. Have students get sponsors in their community.

Have students write down an incident where they witnessed racism, discrimination or prejudice, or where they were the victim of one of these major societal problems. Discuss with classmates.

The idea behind "*Do Something*" is for students not to sit around and merely write letters on behalf of a cause, but to actually DO something and take an action which will benefit others. The "*Do Something*" web page has information on how students and other young people can make a difference. One idea is to hold a "Town Hall Meeting" in your school where you can a) create better places to hang out (where peer pressure to smoke or dring will not be present), b.) reduce school violence by sharing stories of violence and ways to prevent violence from occurring, c) recognize diversity. To accomplish the third objective, have students of a variety of ethnic backgrounds lead Town Hall Meeting and share stories of family traditions or what it's like to be of a certain race among many people who are not that race.

Encourage your students to care about issues and DO SOMETHING!!



Community ACTION! Project

Human Rights in One's Own Neighborhood

Thematics Studies Project, Grades 5-7

St. Paul Open School

Karen Randall, Teacher

Michelle Garnett, Community Representative

David Sip, Attorney, Neighborhood Facilitator with ESND

The class theme was "Facing History and Ourselves," a case study of the Holocaust which asked students to examine issues of tolerance and activism in their own lives as well as in the past. The class decided to focus on "The Future." A community volunteer project was a critical part of the curriculum for both of the topics. The partnership with the East Side Neighborhood Development Company (ESND) allowed the class to examine the issues of tolerance and activism in a real world context. The project goals were to begin to understand human rights issues affecting local neighborhoods, including safe streets and affordable housing, and steps that students can take to create positive change in their neighborhoods.

The class first learned about St. Paul's East Side neighborhoods by conducting a mapping exercise of streets, houses, alleys, and businesses. The students, working in pairs, collected data on buildings in two block areas for possible future development.

The students then learned about the history of ESND by interviewing community members who have been involved in neighborhood organizing and development projects. The students used the information gathered to write a brochure introducing the ESND to the neighborhood and assisting with outreach.

Finally, the students helped with an ESND housing upgrade, locating resources for landscaping, creating garden spaces, and doing the plantings themselves. The teacher and community representative compiled the data from the project.

Learning About One's Community

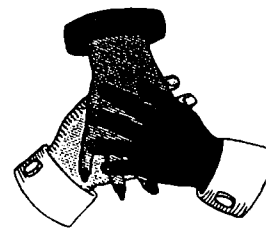
Government Class, 9th Grade

Coon Rapids Senior High

Lynn Gresser, Teacher

Helen Roland, Attorney

St. Thomas U. Students, Community Representatives



The attorney analyzed the Universal Declaration of Human Rights with the students. The project was based on an idea from the attorney. The students were paired and given two rights. Each pair developed a list of organizations on the local and state level applicable to each right, i.e. Habitat for Humanity for housing. The students developed their research skills, using phone books, First Call for Help (United Way publication), and the public library. Developing their communication skills, students called each organization. They created a list of questions to obtain information for their summaries on each organization. The students also contacted one organization outside of Minnesota that related to the rights.

The students learned about resources and gained an awareness of what was going on their local community. The St. Thomas students compiled the research. The project is a resource for students interested in community service projects. Students need access to resources and adult supervision.

"The Rain Forest" :

Grand Rapids Middle School, Grade 6

Karen Lyngdal Nelson, Teacher

Arlie Fundaun, Attorney

Kit Arnquist, Community Representative

Objectives:

- Students will express their views on an important or controversial issue.
- Students will examine human rights from several points of view.
- Students will attempt to develop alternative courses of action.

Time: 2-3 class periods.

Resource: "Fire in the Forest"-- A Critical Issue Role Play/Simulation, Moorhead-Kennedy Institute, American Forum, 45 John St., #1200, New York, NY 10038 phone: (212) 732-8606

Introduction:

This role play/simulation is set in the Amazon rain forest in a hypothetical region called Amazonia. The area is inhabited by indigenous people called the Aka-Hipa. The current trend of the Amazonian government is to relocate other groups of farmers and miners to the Aka-Hipa land to further the way for development. There is controversy over the relocation. The settler group feels very powerless in the first place because they are already being moved around by the government. Historically, the government has not been concerned about rain forest preservation, and this has caused a problem for the indigenous people. In a nutshell, the Aka-Hipa and the settlers are in conflict, and now the government is getting involved because of the influence of an American "Greenpeace" type of group, which has money available if steps are taken towards the preservation of the forest.

Body:

Assign students to a role in one of four groups: Aka-Hipa, Settlers, Rescue Group, or the Amazonian Government. There are ample roles to fill in the role play. One excellent way to make this issue relevant to the lives your Minnesota community would be to ask adult community members to participate in the role play. Some possible adults could include administrators, school board members, parents, community leaders, etc.

Conclusion:

The main follow-up activity for this lesson is class discussion. The students will need to debrief either orally or in a written context in order to put closure on the simulation, especially if no consensus was reached. Some possible debriefing questions include:

- What were the major views presented in this simulation?
- How good were we at listening to opposing points of view?
- Was it difficult to come up with alternative courses of action?
- Is it reality that there are times when consensus won't be reached?
- What happens now?
- What kinds of human rights violations take place in situations like this?
- How did it feel to play a role?
- How did it feel to play a role that you may have been opposed to?

Another possibility for follow-up is to have students write the rest of the story based on the actions of their group. The students could also find other examples in history or current events, which parallel the situation in the rain forest.

Mock Debate/ Role Play

Henry Sibley High School
10th Grade History Class
St. Paul, Minnesota
Peg Christensen, Teacher
Ed Rice, Law Student
Sarah Welch, Community Representative

Age:

Middle School, High School, or Adult Education

Preparation:

Time Needed by Team: 3 hours total (including research and material preparation).

Materials and Resource:

File cards and handouts.

Time for the Lesson:

Introductory lesson, 20 minutes

Debate, 45 minutes minimum.



Objective:

To give students an opportunity to think about human rights and to speak about their views in an organized fashion.

Introductory Lesson:

1. Introduce the students to the concepts of "pro" and "con" and debate.
2. Choose a human rights issue somewhat "close to home" with the students. [This class focused on the controversy that surrounds a local nuclear waste storage facility located on Native American lands, close to their residential sights.]

Preparation by Partners Project Team Members

1. Research the topic to find newspaper articles and other sources that highlight both sides of the issue.

Note: An alternative is to assign students to research the issues.

2. Create handouts. Distribute the handouts and background material to the students to read before the debate.
3. Make a list of approximately 10 sub-issues and the main points on each side of the debate. Write each sub-issue and its main points on a file card to create 10 "pro" sub-issues and 10 "con" sub-issues.

Description of the Debate:

1. Divide the class into "pro" and "con" teams. Separate the two groups on opposite sides of the room.
2. The community representative and the lawyer (5 minutes) review the issues and answer questions from the assigned readings.
3. Assign each group a side of the issue. Allow the students 10 minutes to prepare their arguments. The Partners Project team members circulate to answer questions.
4. One of the team members acts as the moderator. Each side makes one comment at a time, switching sides after every speaker. Students raise their hands to be called on to ensure that every student has a chance to speak.
5. Before the end of the time period, the moderator requests that each side make a final summary of their position.
6. Ask the students to write down which side they favored and why.

Note: These comments can be used in future class discussions. Student's ideas or even misconceptions can be used to focus later classes on their areas of interest.



Eleanor Roosevelt and C. Malik at the United Nations, Paris 1948

The 4th R, Creating a Human Rights Culture:
The Role of Service Learning, vol. 8 No. 1, Spring 1997.
Global Issues: Connecting Students to Their World and Future

Hilly Bernard, Ph.D. and Jessie Diamond, M.Ed., L.P.C., teachers at Mandeville High School in Mandeville, Louisiana, are team-teaching a class of 32 students with a democratic pedagogy. The liberatory environment encourages student autonomy, a voice in decision-making and meaningful dialogue. The major focus is on those things significant to their being-in-the-world, i.e. human rights. "This has been a learning process for all of us," says Diamond. "We want the students to take a lot of the responsibility for this class is run, for what they feel is important or meaningful content, and for what they do with what they learn. They are making great progress in all three areas."

The first semester focused on personal issues and issues of relationships, school success, choices about work, recreation, etc. Following a formative process of creating a sense of community within the class, this second semester has involved expanding larger aspects of their world. The goal is to help these young people connect to global problems and solutions and those people they are concerned, and to possible career interests. This process of involvement evokes for the students a sense of direction and purpose followed by social action.

The students are connecting to current and future global issues in five areas: human rights, ecology, poverty, addictions, and global powers. Each student selected one of these areas, and the class divided into five "interest groups." Each group is currently exploring information gathered from a variety of sources, including the Internet. Working closely with their teachers and the school librarians Margot Petagna and Martha McCaffrey, each interest group will soon be making reports or providing activities based on their findings to the class in general, and hopefully, to other classes in the school. They already see the interconnectedness of their five research areas: how a drug cartel (addictions) can contribute to hunger and homelessness (poverty); how a government in league with a drug cartel (global powers) can commit atrocities against its people (human rights); how the drug habit of one person contributes to the reality of pain and corruption (addictions and human rights); and how a corporation (global powers) can exploit natural resources, pollute the environment (ecology), conduct business with malevolent dictators (human rights), and get away with paying underprivileged people poverty-level wages (poverty).

Most people involved with human rights education are very aware of the interrelationship of these five significant areas and the importance of getting young people constructively engaged in the process of exploration, discovery, communication, and social action related to these areas in our present world. Bernard and Diamond believe and have found that these young people have the energy, enthusiasm, and willingness to engage, given the guidance, opportunity, and encouragement.

Each interest group is encouraged to bring in pertinent guest speakers and plan meaningful field trips and community actions in which the entire class can participate. During the first semester, the class planned a community action day: one group cleaned up a local lakefront, and the other visited an elementary school to guest-teach several classes. Three students in that group designed a lesson on appreciating diversity (see page 14). The children they taught have sent them thank-you drawings and love notes, which reinforce for them the intrinsic rewards of reaching out to others in one's community.

The content of this course, entitled "Contemporary Issues," offers tremendous possibilities and rewards to the students, the teachers, and the community at large because it flexes and changes along with current issues and student concerns. "This teaching method has carried over into my more traditional English classes in many positive and profound ways," says Diamond. "It requires that students be respected as vibrant and very individual human beings who should be granted as much responsibility and choice as possible in their learning environment. The dynamics of such an environment are very exciting when the students catch on and claim their role." Some of the students currently enrolled in this class are members of the school's Amnesty International club, sponsored by Ms. Diamond. They are able to extend their interest in human rights issues into this class and offer a unique perspective.

Please contact:

Hilly Bernard or Jessie Diamond
Mandeville High School
#1 Skipper Drive
Mandeville, LA 70471

CHILDREN CAN BECOME ACTIVISTS FOR HUMAN RIGHTS



Amnesty International USA's URGENT ACTION APPEAL

Kids Helping Kids in Other Lands - (Sample Letter)

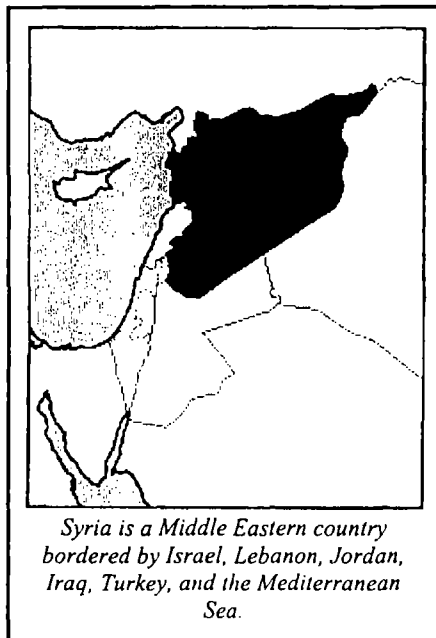
Urgent Action Program Office * POB 1270 * Nederland CO 80466-1270 * ph. (303) 258-1170 * fax: (303) 258 7881 * email: emoore@aiusa.org

CHILDREN'S EDITION

UA 48/2000

March 2000

Syria: Muhammad Adib Tatari, age 15



Amnesty International is worried about 15-year-old Muhammad Adib Tatari. He was arrested in October 1999 with his mother and father.

On October 17, 1999, Muhammad's mother, Randa Ayyubi, may have shouted a criticism of the government of Syria in the street outside their family's apartment. That evening soldiers came to the apartment and arrested Randa, her husband Mamduh Tatari, and Muhammad. They took the three away to jail, and left three small children alone in the apartment.

No one has been allowed to visit Muhammad and his parents for more than four months. No one knows where they are being held or how they are being treated. Amnesty International is afraid that all three could be terribly hurt by soldiers. International law requires that people in jail be allowed to speak with their lawyers who help them understand the charges against them.

You can help Muhammad and his parents. Please send a polite letter to the President of Syria. Tell the president that you are worried about Muhammad and his parents. Ask the president where they are being kept, and why. Thank the president for reading your letter and ask that he protect Muhammad, Randa, and Mamduh from mistreatment by soldiers.

The president's address is:

PRESIDENT HAFEZ AL-ASSAD
PRESIDENTIAL PALACE
DAMASCAS
SYRIAN ARAB REPUBLIC

[Salutation: Your Excellency]

GLOBAL OUTREACH PROJECT- KIDS HELPING KIDS IN OTHER LANDS

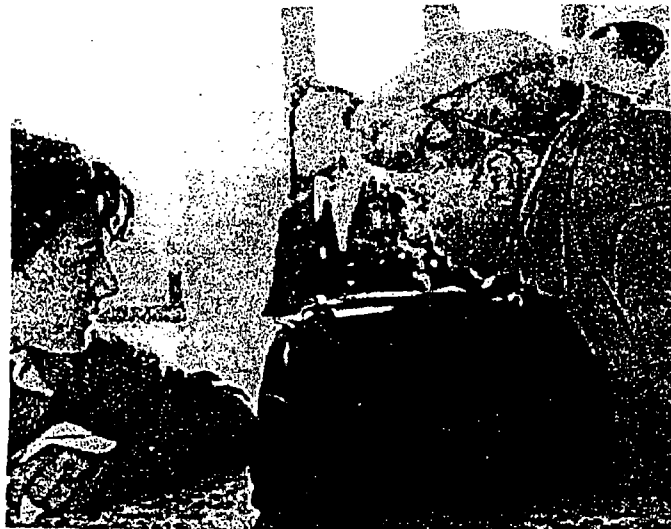
Sue Osterhoudt and Ann Pinna, Nassau Elementary School, Poughkeepsie, New York

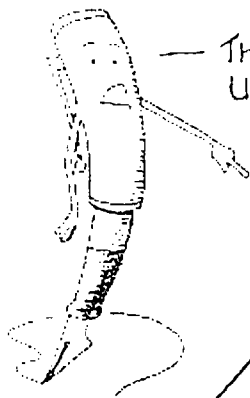
- Objectives:
1. To make students aware of the customs, geography, animals, vegetation, etc. of another culture
 2. To make students aware of others who are less fortunate than they
 3. To enable students to help other students by giving them books to read for entertainment and literacy.
 4. To give students an opportunity to share and feel good about themselves after helping others in dire need.

Activity: Students in the Library Club of the Nassau Elementary School (Spackenkill School System) collected used and unwanted books for needy children in Zimbabwe, Africa.

Having received a plea from a friend requesting books for poor children in Zimbabwe, Africa, I felt that our school might like to participate in helping collect these books. Books for children in Zimbabwe, Africa, are virtually non-existent and usually children have many books which they no longer need or want. Under the direction of the Nassau school librarian and with the help of parents and the Nassau Library Club, students in Nassau School collected over over 1300 books in the course of 3 weeks. The donated books were placed in a huge appliance box in the school lobby which the students decorated with African animals and scenery. Classroom teachers joined the effort by creating a study unit on Africa and students had fun researching and discovering facts about the flora and fauna, etc. of the African continent. At the end of the month, the Future Teachers of Tomorrow from Marist College helped to box the books for shipment to overseas to the Zimbabwe children. Students included a picture of themselves, their school yearbook, and a brief note about them and their school.

Result: Before, students had readily discarded whatever they did not want without any consideration about the wants and needs of others. Now, before they throw anything away, they ask their teachers if they may send it to the children in Zimbabwe. What a wonderful Global Outreach and sharing project for everyone. In a time when schools make the headlines only for negative issues, it is wonderfully heartening to see children "holding hands across the ocean" and sending knowledge, literacy, and entertainment to their "brothers and sisters" in a distant land.





— This is the Children's Edition
UA case sheet.

You may call or fax
the UA staff with
your questions.

Children's letters
should focus on the
issues raised in
this last paragraph.

This address
should appear on
the envelope and
in the letter.



Amnesty International USA's
UDHR 50 CAMPAIGN
DEFEND THE DEFENDERS

AMNESTY INTERNATIONAL USA'S UDHR 50 CAMPAIGN IS A PART OF THE INTERNATIONAL CAMPAIGN TO DEFEND THE DEFENDERS

CHILDREN'S EDITION

JUNE 1998

CHINA: Li Hai, jailed for monitoring human rights violations



Amnesty International (AI) is concerned about Li Hai. Li Hai has been in prison since 1989. His family and friends have not been allowed to visit him.

Li Hai was a student during the pro-democracy movement in China in 1989. He spent time in prison with thousands of protesters. Li Hai began writing about prison conditions. He called on Chinese officials to protect the basic human rights of the jailed dissidents and everyone in China.

Amnesty International believes that Li Hai's right to freedom of expression has been violated. Amnesty International believes Li Hai should be released from prison immediately.

CHINA



Please write a courteous letter to the ambassador from China. Ask him to see that Li Hai is released unconditionally. Ask the ambassador to be sure that the right to free expression is protected in China. Thank the ambassador for taking the time to read and answer your letter.

The ambassador's address is:
AMBASSADOR LI ZHAOXING
EMBASSY OF THE PEOPLE'S REPUBLIC OF CHINA
1300 CONNECTICUT AVE. NW
WASHINGTON DC 20005

[Salutation: Your Excellency]

You may
write on
this case
for six
weeks.

This lead
paragraph
states the
concern.

A map of the
area is always
included.

"Your Excellency"
is almost always an
acceptable alternate salutation.

BACK (Mr. Rights' Letter Writing Guide)

FORWARD (Letter Parts)

Amnesty International USA > AIKIDS > Mr. Rights' Letter Writing Guide > CEUA Parts



Amnesty International USA : News : Actions : Campaigns : Events : Features : Join : Donate : About Amnesty : Search : Members Only :
Publications : Español : Contact : Copyright



Eleanor Roosevelt on *Meet the Press*, TV show, New York City, 1956

HUMAN RIGHTS SOURCES FOR MORE INFORMATION



Eleanor Roosevelt, Bessie Hillman, Jacob Potofsky, and Walter Reuther in NYC 1/7/1957

ELEANOR ROOSEVELT & HUMAN RIGHTS - SOURCES

- Bassanese, Lynn A. and Metreaud, Michelle. (co-editors) *Her Star Still Shines* (A Collection of Quotes, Essays, Reminiscences and anecdotes by and about Eleanor Roosevelt) N.Y.: A Franklin D. Roosevelt Library Publication, 1995.
- Beasley, Maurine, ed., *The White House Press Conferences of Eleanor Roosevelt*. New York, Garland Press, 1983.
- Berger, Jason. *A New Deal for the World: Eleanor Roosevelt and American Foreign Policy*. New York: Social Science Monographs 1981.
- Bilsborrow, Eleanor Janice. *The Philosophy of Social Reform in the Speeches of Eleanor Roosevelt*, Ph.D. Ph.D. Dissertation, University of Denver, 1957.
- Black, Allida M. "A Reluctant but Persistent Warrior: Eleanor Roosevelt and the Early Civil Rights Movement," in Rouse, Jacqueline et al, eds., *Women in the Civil Rights Movement: Trailblazers and Torchbearers, 1941-1965*. New York, Carlson Publishing, Inc., 1990.
- Cook, Blanche Wiesen. "Eleanor Roosevelt and Human Rights: The Battle for Peace and Planetary Decency," in Crapol, Edward, ed., *Women and American Foreign Policy*. New York: Greenwood Press, 1987.
- Eleanor Roosevelt and the Universal Declaration of Human Rights - An Agenda for Action in 1988. A Report on the Convocation Held on Nov. 7, 1987*, Franklin D. Roosevelt Library, Hyde Park, N.Y.: The Franklin and Eleanor Roosevelt Institute, 1988.
- Gurewitsch, A. David, M.D. *Eleanor Roosevelt, Her Day*, N.Y.: Interchange Foundation, 1973. (Contains a Preface by William Korey, M.D. "Eleanor Roosevelt and the Universal Declaration of Human Rights.")
- Johnson, M. Glen. "Writing the Universal Declaration of Human Rights" in *The Universal Declaration of Human Rights, 45th Anniversary, 1948-1993*, NY: UN Educational Scientific and Cultural Organization, 1994.
- Lash, Joseph P. *Eleanor Roosevelt: A Friend's Memoir*. New York: Doublday, 1964.
- Malik, Charles and Roosevelt, Eleanor. "The Covenant on Human Rights," United Nations Bulletin, July 1, 1949.
- Roosevelt, Eleanor. *The Autobiography of Eleanor Roosevelt*. Boston: G. K. Hall and Co., 1984.
- _____ *On My Own*. NY: Harper and Brothers Publishers, 1958.
- _____ *What I Hope to Leave Behind: The Essential Essays of Eleanor Roosevelt*. NY: Carlson Publishing, Inc., 1995. (edited by Allida M. Black)
- Roosevelt, Elliott. *Eleanor Roosevelt, With Love. A Centenary Remembrance*. NY: Dutton. 1958.

WEBSITE INFORMATION ON ELEANOR ROOSEVELT & HUMAN RIGHTS

Click on to FERI (Franklin and Eleanor Roosevelt Institute) website [<http://www.udhr50.org>] for further information on the following:



Eleanor Roosevelt, Princess Alice, and
Mrs. Winston Churchill at Quebec,
Canada for a conference 9/11/1944

BACKGROUND INFORMATION ON HUMAN RIGHTS - BOOKS

Buerghenthal, Thomas. INTERNATIONAL HUMAN RIGHTS: IN A NUTSHELL West Publishing Co., St. Paul, MN. 1988.

Center for Human Rights, United Nations, Geneva (1987-1993). HUMAN RIGHTS: HUMAN RIGHTS FACT SHEETS NOS. 1-16. New York: Department of Public Information. United Nations. New York, NY 10017. Tel: 800-253-9646.

Freire, Paulo. PEDAGOGY OF THE OPPRESSED. New York: Seabury Press. 1970.

Humphrey, John P. HUMAN RIGHTS AND THE UNITED NATIONS: A GREAT ADVENTURE. Dobbs Ferry, NY, Transnational Publishers, Inc., 1983.

INALIENABLE RIGHTS, FUNDAMENTAL FREEDOMS. A U.N. AGENDA FOR ADVANCING HUMAN RIGHTS IN THE WORLD COMMUNITY. A Report of the UNA-USA Global Policy Project. NY: United Nations Association of the United States of America, Inc., 1996.

Levin, Leah. HUMAN RIGHTS: QUESTIONS AND ANSWERS. Paris, UNESCO. 1981.

Langer, Howard. HUMAN RIGHTS: A DOCUMENTARY ON THE UNITED NATIONS DECLARATION OF HUMAN RIGHTS. Featuring an Interview with Mrs. Eleanor Roosevelt. Folkways Records. New York, 1958.

Malik, Charles. MAN IN THE STRUGGLE FOR PEACE. New York, Harper and Row, 1963.

_____ THE CHALLENGE OF HUMAN RIGHTS. Toronto. Canadian Association for Adult Education, 1949.

Ramcharan, B.G. HUMAN RIGHTS: THIRTY YEARS AFTER THE UNIVERSAL DECLARATION. Martinus. Nijhoff. The Hague. 1979.

Sohn, Louis B. TH HUMAN RIGHTS MOVEMENT: FROM ROOSEVELT'S FOUR FREEDOMS TO THE INTERDEPENDENCE OF PEACE, DEVELOPMENT AND HUMAN RIGHTS. President and Fellows of Harvard College, 1995.

UNESCO. HUMAN RIGHTS: COMMENTS AND INTERPRETATIONS. A Symposium edited by UNESCO. Westport, Connecticut, Greenwood, 1973.

United Nations. THE IMPACT OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS. ST/SOA/5. UN. Department of Social Affairs. New York. 1951.



Eleanor Roosevelt at the Tuskegee Institute 3/29/1'

HUMAN RIGHTS TEACHING RESOURCES
INFORMATION , LESSON PLANS, SUGGESTIONS, & ACTIVITES FOR TEACHING HUMAN RIGHTS

Abrahams, H. WORLD PROBLEMS IN THE CLASSROOM. Educational Studies and Documents. No. 41, Unesco, 1981.

Agranovskaya, E. V. THE LEGAL CULTURE AND IMPLEMENTATION OF THE RIGHTS OF THE INDIVIDUAL. Moscow: Nauka, 1988.

Amnesty International. TEACHING AND LEARNING ABOUT HUMAN RIGHTS. London.

Center for Human Rights, United Nations. Geneva, (1989). ABC'S OF TEACHING HUMAN RIGHTS: PRACTICAL ACTIVITIES FOR PRIMARY AND SECONDARY SCHOOLS. New York: Center for Human Rights, United Nations, Sales Section, New York, NY 10017. Tel. 800-253-9646.

Claude, Richard Pierre. METHODOLOGIES FOR HUMAN RIGHTS EDUCATION. People's Decade for Human Rights Education, 1998.

Elliot, RoAnne. WE: LESSONS ON EQUAL WORTH AND DIGNITY. THE UNITED NATIONS AND HUMAN RIGHTS. Minnesota: United Nations Association of Minnesota, 1929 South 5th St., Minneapolis, MN 55454, Tel: 612-333-2824. (1992)

Ferguson, Henry, ed. HANDBOOK ON HUMAN RIGHTS AND CITIZENSHIP: PERSPECTIVES OF FIVE NATIONS. Albany: New York State Education Department, 1981.

Freeman, Charles. HUMAN RIGHTS: TODAY'S WORLD. Social Studies School Services, PO Box 802, Culver City, CA 90233. (1988)

Flowers, Nancy. ed. HUMAN RIGHTS HERE AND NOW. The Human Rights Educators' Network of Amnesty International USA. 1998. (To order contact: USA Resource Center, 229 19th Avenue South, Suite 439, Minneapolis, MN 55455. Tel 1-888-HREDUC8.)

Gottlieb, Stephen S. A HIGH SCHOOL STUDENT'S BILL OF RIGHTS. TEACHING RESOURCES IN THE ERIC DATABASE (TRIED) SERIES. Bloomington: ERIC Clearinghouse on Reading Communication Skills. \$9.95. To order, contact: ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47082698.

Graves, N., et al. TEACHING FOR INTERNATIONAL UNDERSTANDING, PEACE, AND HUMAN RIGHTS., UNESCO, 1984.

Hoffman, Dorothy and Mary Eileen Sorenson. THE UNITED NATIONS: A RIGHT TO RIGHTS. Educating for Peace Project, United Nations Association of America & United Nations Association of Minnesota, 1991.

Hudson, Dale. NEW TOOLS FOR INTERNATIONAL UNDERSTANDING: A PEACE EDUCATION CURRICULUM FOR ELEMENTARY AND SECONDARY SCHOOL STUDENTS. Global Educators Marketplace, PO Box 165, Kapaa, HI 96755.

HUMAN RIGHTS INTERNET REPORT. Harvard Law School. Boston, Massachusetts.

HUMAN RIGHTS TEACHING. (occasional bulletin), UNESCO, Paris.

HUMAN RIGHTS TEACHING RESOURCES
INFORMATION, LESSON PLANS, SUGGESTIONS, & ACTIVITIES FOR TEACHING HUMAN RIGHTS

Humphrey, John P. "Human Rights and the Peace of Nations," REVIEW. (International Commission of Jurists)
No. 31, December 1983, p. 71.

Kidd, S. SOME SUGGESTIONS ON TEACHING ABOUT HUMAN RIGHTS. UNESCO, 1968.

Kronnenwetter, Michael. TAKING A STAND AGAINST HUMAN RIGHTS ABUSES. F. Watts, New
York, NY ISBN 0-53110-921-6. (1990)

Levin, Leah. HUMAN RIGHTS: QUESTIONS AND ANSWERS. Paris: UNESCO, 1981.

Reardon, Betty A. EDUCATING FOR HUMAN DIGNITY. Philadelphia: University of Pennsylvania Press,
1995. To order contact: University of Pennsylvania Press. Order Center, PO Box 4836,
Hampden Station, Baltimore, MD 21211, Tel. 800-445-9880.

Shiman David. TEACHING HUMAN RIGHTS. Colorado: University of Denver Press, 1993 (\$29.95)
ISBN 0943804-79-5. To order contact: Center for Teaching International Relations,
University of Denver, 2201 South Gaylord St., Denver, CO 80208, Tel: 303-871-3106.

TEACHING TOLERANCE. (magazine). To order, write: Editor, Teaching Tolerance, 400 Washington Ave.,
Montgomery, L 36104. FAX: (334) 264-7310.

Tibbitts Felisa and Ellie Keen. ADAPTING LESSONS FOR DIFFERENT LEARNERS. Cambridge: Human
Rights Education Associates, 1999.

Tibbitts, Felisa. TIPS FOR THE CLASSROOM: DEVELOPING A LESSON, FACILITATING A DISCUSSION,
SMALL GROUP WORK. Cambridge: Human Rights Education Associates, 1996.

UNESCO. APARTHEID, A TEACHER'S GUIDE. Paris, 1982.

UNESCO. HUMAN RIGHTS TEACHING. Vol. III. France: UNESCO, 7 Place de Fontenoy, 75700 Paris, France,
1982.

United Nations. ABC: TEACHING HUMAN RIGHTS, PRACTICAL ACTIVITIES FOR PRIMARY AND
SECONDARY SCHOOLS, New York, 1989.

United Nations. WORLD CONCERNS AND THE UNITED NATIONS: MODEL TEACHING UNITS FOR
PRIMARY, SECONDARY AND TEACHER EDUCATION. New York: United Nations
Publishing Office, United Nations, New York, NY 10017. (1983)

_____. TEACHING ABOUT THE UN: HUMAN RIGHTS. New York: United Nations Publications.
To order contact: United Nations Publications, Room DC2-0853, New York, NY 10017,
Tel: 800-253-9646, fax 212-963-3489.

Wolf-Wasserman, Miriam and Linda Hutchinson. TEACHING HUMAN DIGNITY: SOCIAL CHANGE
LESSONS FOR EVERY TEACHER. Education Exploration Center, PO Box 7339,
Powderhorn Station, Minneapolis, MN 55407. (1990).

Wolsk, D. AN EXPERIENCE-CENTERED CURRICULUM: EXERCISES IN PERCEPTION,
COMMUNICATION AND ACTION. Educational Studies Document No 17,
UNES, 1975.

World Association for the School as an Instrument of Peace. A NEW METHODOLOGY FOR HUMAN RIGHTS
TEACHING, Geneva, 1978.

Bibliography On Three Levels

A comprehensive list of resources for general research, as well those geared specifically towards younger readers.

Adapted from the University of Minnesota site: <http://www.umn.edu/humanrts/education>

General Research

Barker, Dan (1992). *Maybe Right, Maybe Wrong: A Guide for Young Thinkers*. New York: Prometheus Books. ISBN 0-87975-731-0. Prometheus Books, 59 John Glenn Drive, Amherst, New York 14228-2197, Tel 716-691-0133, fax 716-691-0137.

The book for 8- to 12-year-olds aims to give children information and so equips them for critical thought by teaching important humanitarian ideas. It discusses learning right from wrong, stressing such aspects as the difference between rules and principles and the importance of an individuals rights. Simple language and illustrations make this book accessible to older children.

Branson, B., Margaret Stimmann, and Judith Torney Purta, eds. (1982). *International Human Rights, Society, and the School*. Washington, DC: National Council for the Social Studies Bulletin No. 68. \$7.25. ISBN 0-87986-044-8. National Council for the Social Studies, 3501 Newark Street NW, Washington, DC 20016.

Important issues, concepts, and research related to international human rights are discussed, and instructional guidelines and creative teaching strategies are presented in this resource for K-12 and college social studies/social science teachers. The bulletin consists of an introduction and seven chapters. Also listed are significant events and documents in international human rights and the text of the Universal Declaration of Human Rights.

Center for Human Rights, United Nations, Geneva (1987-1993). *Human Rights: Human Rights Fact Sheets* Nos. 1-16. New York: Department of Public Information. United Nations, New York, NY 10017.

The series treats particular issues and problems in human rights. Excellent for teacher background and for short readings for senior high school.

Center for Human Rights, United Nations, Geneva (1989). *ABCs of Teaching Human Rights: Practical Activities for Primary and Secondary Schools*. New York: Center for Human Rights, United Nations, Sales Section, New York, NY 10017, Tel 800-253-9646.

The booklet aims at fostering awareness and comprehension of human rights by providing basic information about rights and respect for self and others, within the context of the Universal Declaration of Rights. Activities for children of all age groups are outlined; those for younger children focus on nurturing their sense of self-worth and respect for others. The exercises for older children deal with current issues and promote a greater understanding of the issues. While part of the text contains traditional instructional materials about human rights, the central theme of the book is for children to experience human rights through various activities. Emphasis is on role playing for older children, while activities for the younger ones are more exploratory in nature.

Collins, H. Thomas, and Fred Czarra (1986), revised (1991). *Global Primer: Skills for a Changing World*. Denver: Center for Teaching International Relations Publications. \$27. ISBN 0-943804-60-4. Center for Teaching International Relations, University of Denver, 2201 South Gaylord St., Denver, CO 80208, Tel 303-871-3106, fax 303-871-2906.

Supplementary teaching activities for primary schools to help prepare children to live in a global world. The material demonstrates our global interdependence and helps the children realize that they are part of a larger community.

Comhlamh (1992). Teaching Human Rights. N. Ireland: Comhlamh. 1 pound. Comhlamh, 61 Lower Camden Street, Dublin 2, Ireland, Tel 353-1-783490, fax 353-1-783738.

The packet contains an explanatory/resource sheet and four participant sheets, covering the topics of food, discrimination, censorship, and disappearances. Each unit looks at the relevant UN articles and current realities, a situation in Ireland, and a case study from outside Ireland. The packet aims to promote human rights education, to help people connect their own lives with those of people around the world, and to discuss the relationship between development and human rights. Other planned units include refugees, shelter, and inequalities confronting women.

Commission de Protection des Droits de la Jeunesse (1990). You Do Have Rights = Tu as des Droits. Montreal, Quebec: Commission de Protection des Droits de la Jeunesse. ISBN 2-550-20721-1. Commission de Protection des Droits de la Jeunesse, 505 Rene-Levesque Boulevard W, 12th Floor, Montreal, Quebec, H2Z 1Y7, Canada, Tel 514-873-5435.

A booklet explaining the rights of Canadian young persons under the Youth Protection Act and the Young Offenders Act. The booklet focuses on the rights of youth under four section headings: "The Government and You," "Your Right to Privacy," "In a Reception Centre," and "Things May Change," dealing with the rights to reviews and appeals. A description of the Commission de Protection des Droits de la Jeunesse and a list of its offices are included.

Council of Europe (1992). The Human Rights Album. France: Council of Europe. ISBN 92-871-2095-1. Council of Europe, Palais de l'Europe, B.P. 431 R6, 67006 Strasbourg, France.

The booklet briefly explains the 21 articles of the European Convention on Human Rights and its Protocols with the help of 11 illustrations. It also very briefly informs the reader about the essential aspects of the European Council.

Ferguson, Henry, ed. (1981). Handbook on Human Rights and Citizenship: Perspectives of Five Nations. Albany: New York State Education Department.

The handbook was designed to help students learn the cultural contexts in which human rights are variously defined. It provides a comparative study of five nations, selected for their geographic and cultural scope, as a unique way to study human rights. The study presents activities and strategies for establishing class objectives and for examining the definition of human rights. It contains 90 readings from five countries and international documents, which broaden the knowledge and understanding of human rights such as the Helsinki Agreement. Activities are included for different grade levels. An attitudinal questionnaire is included for students to assess the effect of the unit.

Freire, Paulo (1970). Pedagogy of the Oppressed. New York: Seabury Press.

In the course of his studies in the philosophy of education and travels in the Third World, the author evolved a theory for the education of illiterates based on the conviction that every human being, no matter how "ignorant" or submerged in the "culture of silence," is capable of looking critically at his/her world in a dialogical encounter with others. The book discusses a justification for a pedagogy of the oppressed,

criticizes the "banking" concept of education as an instrument of oppression, describes the essence of education as the practice of freedom, and puts forth a theory of cultural action.

Global Education Associates (Winter/Spring 1989). Special Issues on Human Rights. New York: Global Education Associates, 45 Riverside Drive, New York, NY 10115.

An excellent short introduction to human rights, history, standards issues, and controversies. It is highly recommended as an essential handbook for teachers and is usable as a text for senior high school and up.

Gottlieb, Stephen S. (1991). A High School Students Bill of Rights. Teaching Resources in the ERIC Database (TRIED) Series. Bloomington: ERIC Clearinghouse on Reading and Communication Skills. \$9.95. ISBN 0927516225. ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 474082698.

Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans focuses on teaching high school students their constitutional rights and responsibilities. The 40 lesson plans cover the courts and basic rights, the rights of criminal suspects, the rights of minors and education law, and individual freedom at school and in the working world. The book includes an activities chart that indicates the focus and types of activities (such as class discussion, creative writing, critical reading, role playing, group activities, etc.) found in the various lessons. The United States Bill of Rights, the Northwest Ordinance of 1787, and the Universal Declaration of Human Rights are attached.

Heater, Derek (1984). Human Rights Education in Schools: Concepts, Attitudes and Skills. Strasbourg, France: Council for Cultural Cooperation.

The first two chapters of this study concern the neglect of human rights education in the schools and problems associated with this neglect and objectives of human rights education. Other chapters discuss major concepts in human rights, values, attitudes, and intellectual and action skills that should be fostered. The conclusion stresses the need for the continuation of eighteenth century enlightenment goals of toleration, justice, and humanity.

Hoffman, Dorothy, and Mary Eileen Sorenson (1991). The United Nations: A Right to Rights. Educating for Peace Project, United Nations Association of America & United Nations Association of Minnesota. \$6.95.

General introduction to the United Nations work in the area of human rights. Contains specific lessons on how the international standards are developed and applied.

Hudson, Dale (1992). New Tools for International Understanding: A Peace Education Curriculum for Elementary and Secondary School Student. Global Educators Marketplace, P.O. Box 165, Kapaau, HI 96755.

Although not human rights curricula as such, this is an excellent collection of learning activities based on the core value of the universality of human dignity, "The Oneness of Humankind." It comprises lessons that make a fine introduction to constructive human relations and positive peace.

Lister, Ian (1984). Teaching and Learning about Human Rights. Strasbourg, France: School of Education Division. Free. School of Education Division, Council of Europe, 67006 Strasbourg Cedex, France.

Discusses what a human rights course should consist of, i.e., the objectives, course content, teaching methods, and evaluation techniques. Human rights education must foster attitudes of tolerance and

respect, provide knowledge about human rights, and develop students awareness of how to translate human rights into social and political reality. A bibliography of further reading concludes the publication.

Reardon, Betty A. (forthcoming). *Educating for Human Dignity*. Philadelphia: University of Pennsylvania Press. Order Center, P.O. Box 4836, Hampden Station, Baltimore, MD 21211, Tel 800-445-9880.

Drawing on her many years as a peace educator, Betty Reardon has compiled a sampler of excellent lessons for teaching human rights and dignity. Hers is the only book that takes a developmental approach to the subject, with each chapter discussing the social and developmental purposes for teaching human rights at a particular age level; the activities that follow model those suggestions. The authors of the individual lessons provide a rich variety of styles and creative ideas. One chapter offers lists of resource agencies and curriculum materials.

Selby, David (1988). *Human Rights*. Cambridge: Press Syndicate. ISBN 0-521-27419-2. Press Syndicate of the University of Cambridge, The Pitt Building, Trumpington Street, Cambridge CB2 1RP, United Kingdom.

The book gives a clear introduction to human rights. It begins by looking at what actually are human rights, international covenants, and different viewpoints from east-west and north-south. Case studies from Latin America, the Soviet Union, East Timor, and the West are examined. The defense of human rights is discussed from the level of UN involvement to international and local pressure groups. Many photographs, cartoons, maps, and diagrams are used. Some questions are included alongside the text.

Starkey, Hugh, ed. (1991). *The Challenge of Human Rights Education*. London: Villiers House. \$24.95. Villiers House, 41/47 Strand, London WC2N 5JE, United Kingdom: Council of Europe, Cassell Educational Limited.

As one of its major purposes, the Council of Europe strives to "uphold the principles of parliamentary democracy and human rights." Published by the council, this compilation of essays provides a comprehensive overview available on teaching human rights. Its approach as well as its authorship is international. Most chapters focus on what and how to teach in different levels and institutional settings, as well as on specific issues such as multiculturalism, women's rights, and global studies. Many essays contain suggestions for classroom activities. Also included is the text of the Councils Recommendations on Teaching and Learning Human Rights and an insightful discussion on its implementation.

Tanikawa, Shuntaro (1991). *The Illustrated Universal Declaration of Human Rights*. Tokyo: AI Japanese Section. Y2500. ISBN 4-323-01260-8. Amnesty International Japanese Section, Daisan-Sanbu Building 2F/3F, 2-3-22 Nishu-Waseda, Shinjuku-ku, Tokyo 169, Japan, Tel 81-3-3203 1050, fax 81-3-3232 6775.

Illustrated children's book on the Universal Declaration of Human Rights. Based on the original animated film produced by AI United States.

Tarrow, Norma Bernstein, ed. (1987). *Human Rights and Education*. Oxford: Pergamon Press. ISBN 0-08-033887-9.

The book brings together the work of leading educators and reflects a conviction that education is not only encompassed within the concept of human rights, but that it is the ultimate sanction and guarantee of others. It is responsible for informing people of their responsibilities and their rights and should build public awareness that oppressive laws and inappropriate traditions may be reformed.

Totten, Samuel, and Milton Kleg (1989). Human Rights. Hillside, NJ: Enslow Publishers. ISBN 0894901567.

The well-documented survey tells the history of human rights from ancient Greece and China to the present day. Offering interviews and eyewitness accounts that vividly show what effect the denial of human rights has upon peoples everyday lives, the book discusses such topics as racism, genocide, discrimination, torture, hunger, and political prisoners. The book emphasizes that all people have not only the right to live by their own beliefs with respect and dignity, and without fear and repression, but also the responsibility to protect these rights. To this end, the book offers specific suggestions on how readers can actively work to protect human rights.

UNESCO (1982). Human Rights Teaching. Vol. III. France: UNESCO, 7 Place de Fontenoy, 75700 Paris, France.

Deals with single issues providing useful substance for teaching.

United Nations (1983). World Concerns and the United Nations: Model Teaching Units for Primary, Secondary and Teacher Education. New York: United Nations Publishing Office, United Nations, New York, NY 10017.

Part of the UN Fellowship Program for Educators and the UNESCO Associated Schools Project, these units contain materials on a variety of global issues relevant to human rights.

United Nations (1992). Human Rights Teaching Curriculum for Cambodians. New York: United Nations Public Inquiries Department of Information, New York, NY 10017.

The manual comprises three different courses: A and B level courses are intended for primary education, C level is for secondary education and the general adult population. Each course consists of 12 lessons lasting 45 minutes (A level), one hour (B level) or two hours (C level). Each lesson uses various methods such as case studies, discussion, narratives, or role plays. In addition, it includes "cultural information" on common features between human rights education and the teaching of Buddhism. Even though the curriculum is originally designed for Cambodians, it can be modified for formal and informal teaching in other Asian countries.

United Nations (1993). Teaching About the UN: Human Rights. New York: United Nations Publications. \$29.95. United Nations Publications, Room DC2-0853, New York, NY 10017, Tel 800-253-9646, fax 212-963-3489.

The video and book set focuses on the plight of abused children throughout the world and the United Nations effort to create universal standards of fairness and decency through the Convention on the Rights of the Child. Students will appreciate the vulnerability of the young by witnessing abusive labor practices, military conscription, and homelessness. They will learn to define and promote the rights of the individual, both in their own community and the world.

United Nations Association of the United States of America (1992). Basic Facts About the United Nations. New York: United Nations Publications. United Nations, New York, NY 10017, Tel 800-253-9646.

This book contains a general introduction to the role and function of the United Nations and related agencies, highlighting and outlining main objectives and achievements. Also included in the text are the charter and statutes of the International Code of Justice.

Whalen, Lucille (1990). *Human Rights: A Reference Handbook*. Santa Barbara: ABC-CLIO Inc. \$39.50. ABC-CLIO Inc., P.O. Box 1911, Santa Barbara, CA 93116-1911, Tel 800-422-2546.

The handbook offers a history of human rights in the twentieth century, biographical sketches of human rights heroes, and thoroughly annotated listings of human rights organizations, books, periodicals, and films, as well as electronic information sources such as computer networks and databases. The final section provides the texts of the most significant international human rights instruments, excluding, however, the Conventions on the Rights of the Child and the Women's Convention, which were ratified after the handbook's publication date.

Wolf-Wasserman, Miriam, and Linda Hutchinson (1978). *Teaching Human Dignity: Social Change Lessons for Every Teacher*. Education Exploration Center, P.O. Box 7339, Powderhorn Station, Minneapolis, MN 55407.

Stories, poems, comments, and reflections on issues of social change dealing with racism, ethnic studies, women's studies, minorities, and colonialism. Other paradigms such as art, music, drama, math, science, and the media are used to illustrate the theme of social change.

Middle/Junior High School (Grades 5-8)

Elliot, RoAnne (1992). *We: Lessons on Equal Worth and Dignity, The United Nations and Human Rights*. Minnesota: United Nations Association of Minnesota. \$14.95. UNA-MN, 1929 South 5th Street, Minneapolis, MN 55454, Tel 612-333-2824.

This curriculum offers opportunities for students to discuss the issues of race, ethnicity, religion, and related topics. The goal is to formulate questions relevant to students' personal lives: How does my failure to communicate with people of that group affect my life and the life of my community? Does my avoidance of people I consider different enhance or deter my progress, my potential, and that of my community? How am I affected when someone else suffers injustice? How can I empower myself to make important changes? Who are my mentors and positive role models for this kind of growth? The module has two sections that feature the United Nations and its work to create a more tolerant world. Special lessons feature the UN Charter, UN Human Rights Charter, UN Conventions on the Elimination of Racial Discrimination, the Rights of the Child, Elimination of Discrimination Against Women, Forward Looking Strategies for Women, UN Declaration on the Elimination of Discrimination Based on Religion or Belief, United Nations Agencies and Leadership. Upper elementary grade level.

Freeman, Charles (1988). *Human Rights: Today's World*. Social Studies School Services, P.O. Box 802, Culver City, CA 90233.

Are human rights purely a Western concept? Which rights are more important--the social and economic rights espoused by Communist states or the individual freedoms proclaimed by capitalist governments? Drawing on examples from all over the world, this thought-provoking resource surveys the history of human rights and investigates the status of human rights in the contemporary world. The Universal Declaration of Human Rights (1948) is reprinted in full at the end of the book. Middle grades and up.

Kronnenwetter, Michael (1990). *Taking a Stand Against Human Rights Abuses*. F. Watts, New York, NY. ISBN 0-53110-921-6.

A variety of teaching activities and approaches to a major obstacle to the enjoyment of economic rights. A timely overview of the current status of human rights in the world, punctuated with dramatic case studies,

not only of people whose basic human rights have been denied, but also of people who work to end these abuses. After an historical overview of human rights, chapters discuss "Why Governments Abuse Human Rights" and "People Taking a Stand." Describing organizations such as Amnesty International which work to make people aware of human rights abuses, the book also suggests how to join a human rights organization and stresses the importance of taking a stand on issues that affect one's life.

Senior High School (Grades 9-12)

Baekey, Carol A., and Andrea Gabriel (1991). Human Rights. Community Law Center, 249 Berea Rd., Durban, 4001, South Africa.

This book represents a curricular and a political breakthrough in South African education. Presented in both English and Zulu, it is the result of cooperation between the center and the National Institute for Citizen Education in the Law in Washington, DC. The text is based upon the 30 articles of the Universal Declaration of Human Rights, which is explicated by text and illustrations accompanied by challenging questions for class discussion. It is suitable for a variety of uses in grades 7-12 in all English-speaking countries.

McKay, Susan (1988). Civil Justice. New York, NY: Constitutional Rights Foundation and Scholastic, Scholastic Inc. \$8.25. ISBN 0-59034-880-9.

An introduction to civil law in the U.S. The book addresses the interest and concerns of students and explains the practical steps they should take to protect their rights as citizens, consumers, workers, witnesses, or family members.

McQuoid-Mason, David, et al. (1994). Democracy for All: Education Towards a Democratic Culture. Kenwyn: Juta and Co Ltd. P.O. Box 14373, Kenwyn 7790 and National Institute for Citizen Education in the Law, 711 G St., Washington, DC 20003, Tel 202-546-6644.

A joint project between Lawyers for Human Rights (South Africa) and the National Institute for Citizen Education in the Law (U.S.), this innovative curriculum was initially written to prepare young South Africans for participation in democracy. The text has now been edited for publication in the U.S., where the issues it addresses are no less relevant. Students are asked to grapple with hard questions: how to create a new country and determine its bill of rights, how to balance national security against individual liberties, how to resolve conflicts nonviolently. Unlike many American curricula, which emphasize civil and political rights, Human Rights for All gives equal importance to social and economic rights.

Out of the Silence: Fighting for Human Rights (1992). Chicago: Chuck Olin Associates. Chuck Olin Associates, 11 East Hubbard, Chicago, IL 60611, Tel 312-822-9552.

This 60-minute documentary weaves together live footage, still photographs, key passages from documents, and presentations by human rights activists and former prisoners of conscience. The film uses the human rights situations in Czechoslovakia and Guatemala to highlight issues. It is both informative and moving, an excellent resource for use in secondary classrooms as a vehicle for conveying and raising human rights concerns. Subjects covered are the Universal Declaration, the impact of the Cold War, how the UN added formal covenants that gave the declaration legally binding force, and the role of national and international non-governmental organizations. A teachers guide is included.

Shiman, David (1993). Teaching Human Rights. Denver: Center for Teaching International Relations. \$29.95. ISBN 0943804-79-5. Center for Teaching International Relations, University of Denver, 2201 South Gaylord St., Denver, CO 80208, Tel 303-871-3106, fax 303-871-2906.

A comprehensive curricular resource for the secondary level. Complete revision of the 1988 edition. It is rooted in and inspired by the United Nations Declaration of Human Rights with activities focusing on political, civil, social, and economic rights. Activities include "An African Perspective on Human Rights," "Crossword Justice," "Responsibilities of Youth," and "The Holocaust Through Literature." Organized around issues and topics, it provides ample background content, handouts, and all that is needed for more than two dozen teaching units. All well-constructed, explained clearly, and well-documented. Grades 7-adult.

Simon, Ken (1993). We: Lessons on Equal Worth and Dignity, the United Nations and Human Rights. Minneapolis: United Nations Association of Minnesota. \$14.95. UNA-MN, 1929 South 5th Street, Minneapolis, MN 55454, Tel 612-333-2824.

Description of contents similar to elementary version. Several special features: activities on ethnocentric/ethnorelative thought and behavior, racism and the First Amendment, the power of language, symbol and music, a study of the Peace School in the Middle East, and an ongoing diary assignment reflecting on ones own "tolerance" development. Grades 7-12.

United Nations (1991). Teaching about Human Rights. New York: Department of Public Information, United Nations, Room S-955, New York, NY 10017.

A compilation of readings and classroom examples on various aspects of human rights with a special emphasis on the rights of the child. A companion video "About the United Nations: Human Rights" is also available. A major theme of the activities is discrimination and taking action against it. The UN and related agencies are also explored and guidelines are provided on how to initiate a Human Rights Society. This material is suitable for upper elementary as well as secondary students.



Eleanor Roosevelt, Albert Sabin, Jonas Salk, and Basil O'Connor at the Infantile Paralysis Hall of Fame in Warm Springs GA 01/12/1958

FILMS

SUGGESTED FILMS TO TEACH HUMAN RIGHTS

APARTHEID

Cry the Beloved Country
Cry Freedom
Voices of Sarafina
Place of Weeping
A Dry White Season

CHILDREN

Fannie and Alexander
Pixote
Los Olvidados
Salaam Bombay

ECONOMICS AND POVERTY

Grapes of Wrath
Sugar Cane Alley

ENVIRONMENT

The Emerald Forest
The River
The Mosquito Coast
Medicine Man

ETHNOCIDE

The Searchers
The Fringe Dwellers
Where the Green Ants Dream

GENOCIDE

The Mission
At Play in the Fields of the Lord
The Killing Fields
Little Big Man
Dances with Wolves
Hotel Terminus
The Red & the Black

HOLOCAUST

The Diary of Anne Frank
Nuremberg Trials
That None Should Die-Le Chambrun
Au Revoir Les Enfants
The Music Box
The Wansee Conference
Weapons of the Spirit
Judgment at Nuremberg
ShoahThe Official Story
Seven Days in May
Sweet Country
Schindler's List

RACISM

The Long Walk Home
Do the Right Thing
Heat Wave
Mississippi Burning
Nothing But a Man
My Beautiful Launderette
Little Big Man
Bad Day at Black Rock
Return to Manzanar
Jungle Fever
Thunderheart
Mississippi Masada
Come See the Paradise

REFUGEES

Voyage of the Damned
Sophie's Choice

Enemies

El Norte
The Journey
The Journey of Hope

VIETNAM WAR

Hanoi Hilton
Hamburger Hill
Go Tell the Spartans
Welcome Home
Born on the Fourth of July
Green Berets
Casualties of War

WOMEN

Raji and Kamala
Two Daughters
The Home and the World
The Doll Maker
The Accused
The Handmaid's Tale
Five Girls and a Rope
The Color Purple
Ramparts of Clay

INDIVIDUAL RESPONSIBILITY

Thomas Moore
Joseph Schultz
Judgment at Nuremberg
Hans Yegerstadter
Salvador
Romero

POLITICAL REPRESSION

Yol
Missing
Z
The Trial
Prisoner without a Name--Cell Without a Number
Danton
State of Siege
One Man's War

Taken from Betty Reardon, *Educating for Human Dignity, Learning About Rights and Responsibilities, A K-12 Teaching Resource*. Philadelphia: University of Pennsylvania Press, 1995. ISBN # 0-8122-3306-9. Order copies from University of Pennsylvania Press, PO Box 4836, Hampden Station, Baltimore, MD 21211. Tel: (800) 445-9880, FAX: (410) 516-699.

A SHORT BIBLIOGRAPHY OF HUMAN RIGHTS LITERATURE

POETRY

Anna Akmatova	"Requiem"
W.H. Auden	"The Unknown Citizen"
Dennis Brutus	"Cold," "Letters to Martha"
Nina Cassian	"They Cut Me in Two"
Ariel Dorfman	"Hope"
Nazim Hikmet	"From a Man in Solitary"
Phillip Lopate	"Solidarity with Mozambique"
James Sheville	"Confidential Data on the Loyalty Investigation of Herbert Ashenfoot"

NOVELS

Isabella Allende	<i>The House of the Spirits</i>
Mulk Raj Anan	<i>Untouchable</i>
Manlio Argueta.....	<i>One Day of Life</i>
Margaret Atwood	<i>The Handmaid's Tale</i>
Ray Bradbury.....	<i>Fahrenheit 451</i>
Anthony Burgess	<i>A Clockwork Orange</i>
J.M. Coetzee	<i>Waiting for the Barbarians</i>
Joseph Conrad	<i>Nostromo</i>
Ariel Dorfman	<i>My House Is on Fire</i>
Ralph Ellison	<i>Invisible Man</i>
Nawal El Saadawi.....	<i>God Dies by the Nile</i>
Louise Erdrich	<i>Tracks</i>
Eduardo Galeano	<i>Memory of Fire Trilogy</i>
Gangopadhyay	<i>Arjun</i>
Nadine Gordimer	<i>July's People</i>
Jessica Hagedorn.....	<i>Dogeaters</i>
Bessie Head	<i>When Rain Clouds Gather</i>
Aldous Huxley.....	<i>Brave New World</i>
Franz Kafka	<i>The Trial</i>
Joy Kogawa	<i>Obasan</i>
Arthur Koestler	<i>Darkness at Noon</i>
Bernard Malamud	<i>The Fixer</i>
Toni Morrison	<i>Beloved</i>
Bharati Mukerjee	<i>Jasmine</i>
George Orwell	<i>Animal Farm</i>
George Orwell	<i>1984</i>
Alexander Solzhenitsyn	<i>One Day in the Life of Ivan Denisovitch</i>
John Steinbeck	<i>The Grapes of Wrath</i>
Mildred Taylor	<i>Roll of Thunder, Hear My Cry</i>
Lawrence Thornton.....	<i>Imagining Argentina</i>
Vasilis Vassilikos.....	<i>Z</i>
Richard Wright.....	<i>Native Son</i>
Emile Zola	<i>Germinal</i>

PLAYS

Jean Anouilh.....	<i>Antigone</i>
Bertholt Brecht.....	<i>Galileo</i>
Andre Brink.....	<i>A Dry White Season</i>
Arthur Miller.....	<i>The Crucible</i>
Sophocles.....	<i>Antigone</i>

BIOGRAPHY AND NON-FICTION

Maya Angelou.....	<i>I Know Why the Caged Bird Sings</i>
Nien Ching.....	<i>Life and Death in Shanghai</i>
J.D. Criddle.....	<i>To Destroy You Is No Loss: The Odyssey of a Cambodian Family</i>
Carolina Maria De Jesus	<i>Child of the Dark</i>
Vaclav Havel.....	<i>Letters to Olga</i>
Arthur Koestler	<i>Spanish Testament</i>
Nelson Mandela.....	<i>Long Walk to Freedom</i>
Rigoberta Menchu	<i>I, Rigoberta Menchu</i>
Pablo Neruda.....	<i>Nobel Prize Acceptance Speech: "Toward the Splendid City"</i>
George Orwell	<i>Selected Essays</i>
Alicia Partnoy	<i>The Little School</i>
Irina Ratushinskaya	<i>Grey is the Color of Hope</i>
Moylda Szymuciak.....	<i>The Stones Cry Out, A Cambodian Childhood, 1975-1980</i>
Jacob Timerman.....	<i>Prisoner without a Name, Cell without a Number</i>
Elie Wiesel.....	<i>Night</i>
Harry Wu	<i>Bitter Wind</i>
Malcolm X.....	<i>The Autobiography of Malcolm X</i>

Source: See "Teaching Human Rights through Literature," in Amnesty International USA's *Human Rights Education Resource Notebook Series* for an extensive annotated list of literature for teaching human rights.

Taken from Nancy Flowers, *Human Rights Here and Now: The Human Rights Educators' Network of Amnesty International USA*, 1998. (To order contact: USA Resource Center, 229 19th Avenue South, Suite 439, Minneapolis, MN 55455. Tel: 1-888-HREDUC8.



Eleanor Roosevelt at the Democratic National Convention in Chicago, Ill - 8/13/1956

THE INTERNET-WORLD WIDE WEB
WEBSITES CONCERNED WITH HUMAN RIGHTS



Eleanor Roosevelt at Lake Success, NY 4/17/1950

Human Rights Web Links

Eleanor Roosevelt may not have known about hyperlinks and the web, but connection to others was something she understood at its most intimate and profoundly meaningful level.

About.com

<http://humanrights.about.com/mbody.htm>

-A wealth of information on human rights: many good links and research and informational resources.

Amnesty International

<http://www.amnesty-usa.org/education>

-Human Rights Education

<http://www.amnesty-usa.org/ainews.html>

-Index of Human Rights related news links

Amnesty International Kids

<http://www.amnesty-usa.org/aikids/ceua>

Creativity Café KidCase for Peace-KidCast Central

<http://creativity.net/kidcast2.html>

An excellent site for children looking to learn more about peace issues; very well designed with interactive technology.

Directory of Human Rights Resources on the Internet

<http://shr.aaas.org/dhr.htm>

-The AAAS Directory of Human Rights Resources on the Internet is an initiative of the Science and Human Rights Program of the American Association for the Advancement of Science (AAAS). The Directory provides descriptions and links to hundreds of human rights organizations worldwide on the Internet.

Do Something

<http://www.dosomething.org/home.htm>

This site is dedicated to inspiration, training, and funding of young people involved with the capacity of social change. Do Something believes their goal to be "mobilize young people to be leaders who measurably strengthen their communities."

Education Place

<http://www.hmco.com:80/school/>

Education place is a free online resource for teachers, parents, and students produced by Houghton Mifflin School Division. Education Place features links to the best educational resources, several online games, weekly brainteasers and a searchable activity database.

Eleanor Roosevelt Center At Val-Kill (ERVK)

<http://www.ervk.org>

Franklin and Eleanor Roosevelt Institute (FERI)

<http://www.udhr50.org>

<http://www.udhr50.org/education/default.htm>

Human Rights Internet

<http://www.hri.ca/>

Human Rights Internet is an international network of human rights organizations, a documentation center, and publishing house. This site contains a lot of everything including UN documents, education materials, resource guides, and site-checked lists of links.

Human Rights USA

<http://www.hrusa.org>

Institute for Agriculture and Trade Policy

<http://www.sustain.org/bulletins>

-Useful, up to date information on the UDHR.

International Human Rights – Prof. Donna E. Arzt

<http://www.law.syr.edu/Course.Materials/Arzt/IHR.syllabus.html>

International Human Rights, A two-volume course reader edited and compiled by Prof. Donna E. Arzt, Syracuse College of Law, Spring 1996.

Resource Center of The Americas

<http://www.americas.org/RCTA/>

The Resource Center of the Americas is a Minnesota-based, non-profit organization whose mission is to help U.S. Citizens join the struggle for peace, justice and human rights across the hemisphere.

Teaching Tolerance Magazine

<http://www.teachingtolerance.org>

The People's Decade of Human Rights Education

<http://www.pdhre.org>

-A site dedicated to human rights learning for social and economic change.

UNESCO

<http://www.education.unesco.org>

United Nations

<http://www.unhchr.ch>

-UN High Commissioner for human rights homepage, including frequently updated human rights news bulletins.

<http://www.unhchr.ch/html/intlinst.htm>

- List of and links to texts of UN human rights instruments maintained by the UN High Commissioner for Human Rights

United Nations Scholars' Workstation Home Page at Yale University

<http://www.library.yale.edu/un/unhome.htm>

The United Nations Scholars' Workstation, developed by the Yale University Library and the Social Science Statistical Laboratory, is a collection of texts, finding aids, data sets, maps, and pointers to print and electronic information. Subject coverage includes disarmament, economic and social development, environment, human rights, international relations, international trade, peacekeeping, and population and demography. The workstation directly supports teaching and

research in United Nations Studies as well as the Independent Working Group on the Future of the United Nations, headquartered at the Yale Center for International Area Studies (YCIAS).

University of Iowa Center for Human Rights

<http://www.uiowa.edu/~uic/hr/>

-Contains links to human rights documents, materials, and organizations as well as original content.

University of Minnesota Center for Human Rights

<http://www.umn.edu/humanrts/education> OR <http://160.94.193.60>

-Links relevant to Human Rights Education

<http://www.umn.edu/humanrts/education/pihre/development.htm>

-Bibliography of Development, Economic Justice, Food, and Health readings.



Eleanor Roosevelt at the Democratic National Convention in Chicago, Ill. 8/13/1956

**HUMAN RIGHTS ORGANIZATIONS
&
SOURCES FOR MORE INFORMATION**



Eleanor Roosevelt and Edith Sampson at the United Nations in New York 9/2/1950

**HUMAN RIGHTS SOURCES FOR MORE INFORMATION
HUMAN RIGHTS ORGANIZATIONS**

FOR MORE RESOURCES FOR TEACHING HUMAN RIGHTS SUCH AS BACKGROUND INFORMATION, SYLLABI, LESSON PLANS, CLASSROOM ACTIVITIES, TEACHER GUIDES, BIBLIOGRAPHIES, ETC., CONTACT THE FOLLOWING:

Amnesty International USA Human Rights Educators' Network [Contact for Resource Notebooks on several
53 West Jackson Blvd., Suite 1162 HR topics, lesson plans, films, etc.]
Chicago, IL 60604
Tel: 312-435-6388
Fax: 312-427-2589
e-mail: vcolucci@aiusa.org
e-mail: krobinson@aiusa.org
(Vienna Colucci and Karen Robinson, Coordinators)

Center for Human Rights Education
PO Box 311020
Atlanta, GA 31131
Tel: 404-346-7517
e-mail: rosschre@aol.com
(Loretta Ross, Director)

Eleanor Roosevelt Center at Val-Kill
P.O. Box 255
Hyde Park, NY 12538
Tel: (914) 229-5302
e-mail: www.ervalkill.org

Facing History and Ourselves
16 Hurd Road
Brookline, MA 02146
Tel: 617-232-1595
Fax: 617-232-0281
(Mary Johnson, Senior Program Associate)

Franklin and Eleanor Roosevelt Institute
511 Albany Post Rd.
Hyde Park, NY 12538
Tel: (914) 229-5321

Franklin D. Roosevelt Library
Hyde Park, NY 12538
Tel: (914) 229-8114

Human Rights USA Resource Center
310 Fourth Avenue South, Suite 1000
Minneapolis, MN 55415-1012
Tel: 1-888-HREDUC8 (473-3828)
e-mail: hursa@tc.umn.edu
(Martha Malinski, Coordinator)

NEA Office of International Relations
1201 16th Street, NW
Washington, DC 20036-3290



Eleanor Roosevelt visits the National Youth Administration in Maine 7/1941

**HUMAN RIGHTS SOURCES FOR MORE INFORMATION
HUMAN RIGHTS ORGANIZATIONS**

Tel: 202-822-7192
Fax: 202-822-7974
e-mail: TKelly@nea.org

Partners in Human Rights Education
229 19th Avenue South
Minneapolis, MN 55455
Tel: 612-626-0041
Fax: 612-625-2011
e-mail: humanrts@gold.tc.umn.edu
(Kristi Rudelius-Palmer, Coordinator)

Peoples' Decade for Human Rights Education
526 West 111th St., Suite #4E
New York, NY 10025
Tel: 212-749-3156
e-mail: pdhre@igc.apc.org
(Shulamith Koenig, Executive Director)

Southern Poverty Law Center & Teaching Tolerance
400 Washington Avenue
Montgomery, AL 36104

Street Law, Inc.
918 16th St., NW, Suite 602
Washington, DC 20006-2902
Tel: 202-293-0088
Fax: 202-293-0089
e-mail: eobrien@streetlaw.org
(Edward O'Brien, Co-Director)

Tri-State Church World Service Office [Write for Factsheets on Landmines, Child Prostitution, Abuse of Women,
7 Park Ave., Suite 6 etc. - Free Videos are also available]
PO Box 177
Colchester, CT 06415
Tel: 888-297-2767



ADDITIONAL SOURCES OF INFORMATION

American Jewish Committee, 1156 15th St., NW, Washington, DC 20005, Tel: (202) 785-4200, www.afc.org

Ann Frank Center USA, 584 Broadway, Suite 408, New York, NY 10012, Tel: (212)431-7993, Fax: (212)431-8375

Anti-Defamation League, 823 United Nations Plaza, New York, NY 10017, Tel: (212) 885-7800, www.adl.org.

Educators for Social Responsibility (ESR), 23 Garden St., Cambridge, MA 02138, Tel: (800) 370-2515, www.esrnational.org

National Conference of community and Justice, 475 Park Ave. So., 19th Floor, New York, NY 10016, Tel: (212)545-1300, www.nccj.org

Children's Creative Response to Conflict, PO Box 271, Nyack, NY 10960, (Tel: (914) 353-1796

**HUMAN RIGHTS SOURCES FOR MORE INFORMATION
HUMAN RIGHTS ORGANIZATIONS**

The Peace Education Foundation, PO Box 191153, 1900 Biscayne Blvd., Miami, FL 33132, Tel: (800) 749-8838, www.peace-ed.org

Safe Schools Coalition, PO Box 1338, Holmes Beach, FL 34218-1338, Tel: (941) 778-6652, www.ed.mtu.edu/safe

School Mediation Associates, 134 Standish Rd., Watertown, MA 02472, Tel: (800) 833-3318, www.schoomediators.com

ERIC Clearinghouse on Disabilities and Gifted Education, 1920 Association Dr., Reston, VA 20191-1589, Tel: (800) 328-0272, www.cec.sped.org/ericec.htm

American Arab Anti-Discrimination Committee, 4201 Connecticut Ave., NW, suite 306, Washington, DC 20008, Tel: (202) 244-3196, www.adc.org

NAACP, 4805 Mount Hope Dr., Baltimore, MD 21215, Tel: (410) 358-8900, www.naacp.org

National Asian Pacific, American Legal Consortium, 1140 Connecticut Ave., NW, Suite 1200, Washington, DC 20036, Tel: (202) 296-2300, www.napalc.org

National Council of LaRaza, (for Hispanics), 111 19th St. NW, Suite 1000, Washington, DC 20036, Tel: (202) 289-1380

National Indian Education Association, 700 North Fairfax St., Suite 210, Alexandria, VA 22314, Tel: (703) 838-2870

The Gay, Lesbian and Straight Education Network, 121 W. 27th St., Suite 804, New York, NY 10001, Tel: (202) 727-0135, www.glsen.org

Equal Rights Advocates, 1663 Mission St., Suite 550, San Francisco, CA 94103, www.equalrights.org

Center for the Study of Human Rights, Columbia University, 1108 International Affairs Building, New York, NY 10027, Tel: (212) 854-2479, email: JPM2@COLUMBIA.EDU

Holocaust Center, 7900 Northaven Rd, Dallas, TX 75230, Tel: (214) 750-4654

Human Rights Advocacy Program, Utica College of Syracuse University, 1600 Burrstone Rd, Utica, NY 13502-4892, Tel: (315) 792-3267 (Dr. Ted Orlin, Kosovo activist)

International Education Consortium, 3157 Olive Spur Rd, St. Louis, MO 63141, Tel: (314) 576-3535 (Dennis Lubeck)

International League for Human Rights, 432 Park Ave, Suite 1103, NY, NY 10016, Tel: (212) 684-1221

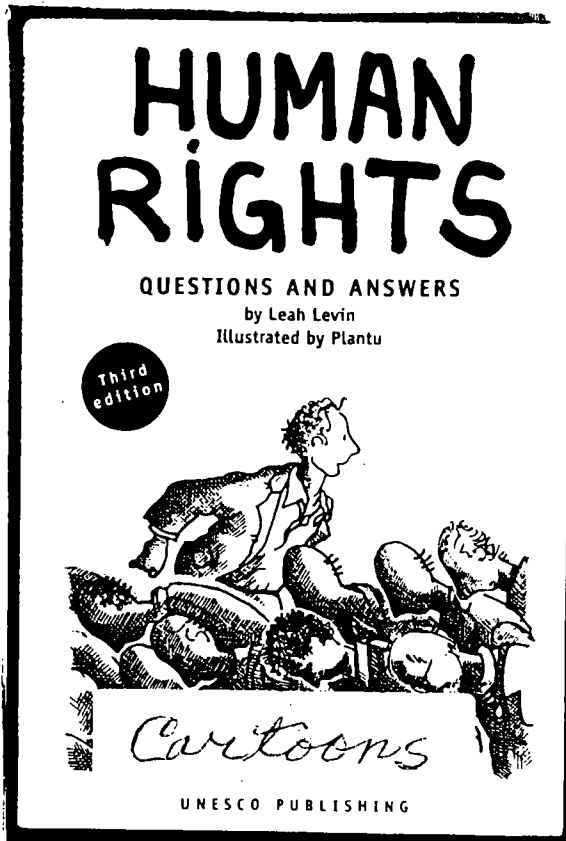
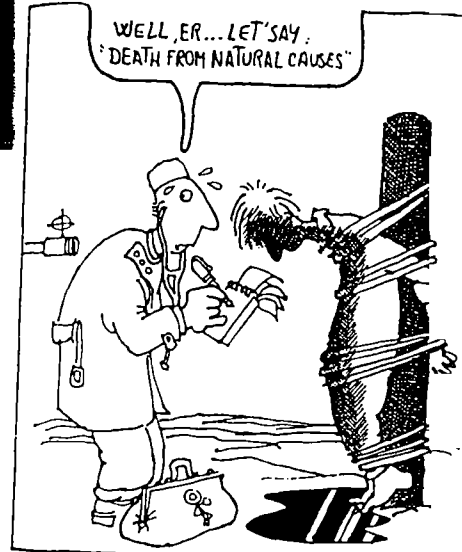
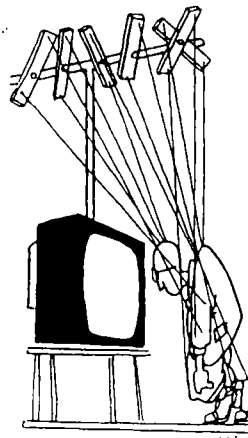
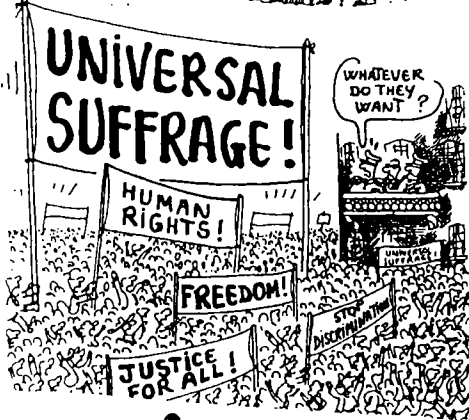
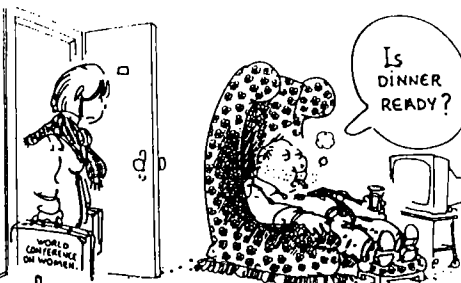
Human Rights watch, 485 Fifth Ave., NY, NY 10017, Tel: (212) 972-8400

Human Rights Watch/Africa, 1522 K St., NW, Washington, DC 20005, Tel: (202) 371-6592, email: HRWATCHDC@APC.ORG

National Education Association Office of International Relations, 1201 16th St., NW, Washington, DC 20036-03290, Tel: (202) 822-7488



First appeared in *Jeune Afrique*, Paris, Editions du Centurion



HUMAN RIGHTS QUOTES

QUOTATIONS ABOUT THE DECLARATION

"To lift men everywhere to a higher standard of life and to a greater enjoyment of freedom." (*Charter of the United Nations*)

"....It is the Magna Carta of Mankind..." (U Thant)

"The Universal Declaration of Human Rights is the best document ever produced by the United Nations." (Alexander Solzhenitsyn, as quoted in Gurewitsch, p. 7)

"The Universal Declaration of Human Rights constitutes an authoritative interpretation of the Charter of the highest order, and has over the years become a part of customary international law." (Human Rights meeting in Montreal, Canada, March 1968 as quoted in Gurewitsch, p.28)

"The Universal Declaration of Human Rights has universality,---it applies to everyone and is relevant to everyone. It has truly become the standard of achievement for all members of the human family..It is a 'passport'[which] sets out the rights...to which every citizen of the world is entitled. It is valid throughout the globe." (Jan Martenson, UN Secretary General for Human Rights, *Agenda*, 1987)

" Perhaps the most important effect of the Universal Declaration of Human Rights is found not in its legal status, not even in its precise language or the rights it lists or omits, but in the symbol it provides for the thousands of people in villages and cities throughout the world who struggle to make human rights a reality in their own communities. They can know from the work of those remarkable men and women more than 40 years ago that the best minds and noble spirits of the international community share in their struggle." (M. Glen Johnson in *Anniversary*, p.80)

"The Universal Declaration of Human Rights is a beacon in the history of humanity. ...Ideas of freedom slowly but surely make their way in men's minds irrespective of the obstacles they may come up against." (Frederico Mayor, Director-General of UNESCO as quoted in *Anniversary*, p. 1)

"Respect for human rights must be seen as a cornerstone of a peaceful world, and their deprivation as a source of long-term instability and strife. Consequently, human rights have a security dimension as well as a values dimension..." (*UNA-USA*, p. 13)

"Governments everywhere now have to answer for how they treat people within their borders." (*UNA-USA*, p.3)

"It [The Universal of Human Rights] is not a treaty; it is not an international agreement. It is not and does not purport to be a statement of law or of a legal obligation. It is a declaration of basic principles of human rights and freedoms ...to serve as a common standard of achievement for all people of all nations. (ER speech on the eve of the Assembly vote, 1948)

"Despite differences of opinion, there is a common belief that there is a moral inevitability to human rights. This means, as Professor Henkin once said, 'Tyranny is abnormal and repression needs to hide, to lie, and to apologize.' (Jerome Shestack, Former Representative to the UN Human Rights Commission, *Agenda*, p.40)

"Human rights is the true revolution of the 20th century." (Archibald MacLeish as quoted by Shestack in *Agenda*, p. 40)

"The story of their [the drafters of the Declaration] work brings us to several conclusions. First, theirs was an effort unusually cooperative in the international context. In spite of personal and cultural differences, they worked together, drafting and reworking each other's drafts, tinkering with language to accommodate differing points of view, examining their own cultures and concepts illuminated by other visions. They were all the authors of the Declaration and they were all remarkable individuals." (M. Glen Johnson in *Anniversary*, p.78)

"The eighteen members of the commission [on Human Rights] had to find the words in which to embed the ideals set out in broad terms in the United Nations Charter and to do it in such a way that they could be understandable to all nations, in all tongues, in all cultures. Not only that, but that they could lead to covenants and measures of implementation meant to protect the men and women of coming decades against oppression and repression..." (Stephanie Hassell, Ambassador of France, *Agenda*, 1987, p. 22)

HUMAN RIGHTS QUOTES

...."Promotion of respect for human rights advances America's interest in a more peaceful world, one in which...the rule of law, rather than the law of jungle, defines relations between peoples...When those in power victimize the weak, they stoke fires of eventual explosion." (*UNA-USA*, p.)

"Every president of the United States since the passage of the Declaration of Human Rights has included as a key part of American foreign policy a support of human rights. (Elliott Roosevelt, *Eleanor Roosevelt With Love*, p. 5)

"The goal of international policy is to insure universal fulfillment of the Declaration." (Andrei D. Sakharov in the Samizdat document of June 1968 as quoted in Gurewitsch, p. 28)

"Not only must these rights [as stated in The Universal Declaration of Human Rights] be constantly defended against violation, not only must they be consolidated so as to withstand the manifold dangers that threaten them, they must also be constantly extended and strengthened so as to widen the horizons of freedom and individual creativity and to consolidate international understanding and solidarity... As the history of the world since that last War amply demonstrates, wherever it is protected and nourished, the seed of human rights eventually [sic] sprouts, in spite of contrary winds, in whatever soil it has been planted." (Federico Mayor in *Anniversary*, p. 1)

"Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be built." (Archibald MacLeish as quoted in *UNA-USA*, p. 2)

"A great deal can be done to protect the inalienable rights of all peoples. Inevitably, most of the responsibility falls on the citizens of each country to claim and defend their own rights. But both international law and common sense tell us that the international community of states---and of citizens---has a crucial role to play in setting standards, monitoring behavior and enforcing the most fundamental protections. (*UNA-USA*, p. 3)

"Human rights are not an American crusade that can be achieved by United States pressures alone. Human rights goals are best realized through concerted action among partners in all parts of the world. (*UNA-USA*), p. 13)

"The United Nations is an indispensable framework for winning wider respect for human rights worldwide..." (*UNA-USA*, p. 13)

"...we are all collectively exhilarated by the astonishing legislative achievements of the last forty years; the covenants and declarations and protocols, the remarkable body of international human rights law which has been proclaimed and propagated, establishing in a fashion which was never possible prior to the second world war that the rights of the individual and the way in which the state treats individuals are now legitimate subjects for international debate. There are no exemptions, there are no spurious claims to internal affairs allowed. there is no escape from a scrupulous and ongoing examination of the way in which the state treats individuals and the rights which attend to individuals." (Stephen Lewis, Permanent Representative of Canada to the UN, *Agenda*, p. 27)

"Respect for others in conjunction with an objective, self-critical view of one's own society is the real basis for developing and strengthening cooperation in the cause of an increasingly full exercise of human rights and freedoms." (Boris Tsepov, Representative of the Government of the Union of Soviet Socialist Republics, *Agenda*, p. 36)

QUOTATIONS ABOUT ELEANOR ROOSEVELT AND HUMAN RIGHTS

"[The Universal Declaration of Human Rights]...was in large measure the product of the energy and imagination of that extraordinary 'First Lady of the World,' Mrs. Eleanor Roosevelt." (Korey as quoted in Gurewitsch, p. 7)

"Determined prodding combined with tactful persuasion and boundless graciousness were the assets she [Eleanor Roosevelt] would use in the search for consensus on a Universal Declaration of Human Rights." (Dr. Korey in Gurewitsch, p. 7)

"I do not see how without her presence we could have accomplished what we actually did accomplish." (Dr. Malik in Gurewitsch, p. 27)

HUMAN RIGHTS QUOTES

"[Eleanor Roosevelt] spoke out for all those who were not visible, those who were silent...She was a caring person who would not tolerate injustice or tyranny. And she was everywhere. She understood both the mundane and the sublime..Were she here today among us, her voice would be heard speaking forcefully against apartheid, against torture in prisons, against the abuse of children, and the neglect of the homeless. Her voice [helps] focus on the central purpose of public life---to try to do good, to change the lives of men, women, and children for the better. It was a moral imperative, a sense of justice which was the driving force that propelled her. [Human rights] was a theme that went to the core of her existence...She was the voice of direct courage, the voice which distinctly differentiates between good and evil, right and wrong. Such clarity of moral purpose is vital to us today as we face the great questions of our time." (Madeleine Kunin, former Governor of Vermont, *Agenda*, pp. 11-12)

"It was Eleanor Roosevelt's great gift to persuade others, whatever their creeds and backgrounds to subscribe to the words she felt right; gently, firmly, sometimes stubbornly, always courteously. For this she was loved by all...That message that distinguished group of drafters has left us is one of trust in the ability of our species to overcome hatred, violence, and discrimination, a message of confidence in the values of democracy, a great message of hope." (Stephanie Hassell, Ambassador of France, *Agenda*, p. 22)

"Eleanor Roosevelt had three remarkable characteristics. She had the courage to speak out and never be cowed into silence when a human rights violation was faced. She had tenacity and the unrelenting pursuit of the improvement of the human condition. She [urged] the indefatigability of the UN to keep probing an issue til it arrived at a solution. She had vision---a view of the world where human beings are protected, nurtured, and treasured." (Stephen Lewis, Permanent Representative of Canada to the UN, *Agenda*, p. 33)

"All the authors of the Declaration ...were all remarkable individuals, but in many ways, Mrs. Roosevelt was the most remarkable of them all. Of her, perhaps, less was expected for she was not learned in philosophy or law, but she brought to her work two indispensable qualities which no one else could have brought and which were probably essential to the successful completion of the work on the Declaration: an international stature in political and humanitarian circles which gave prominence to the work of the Commission and a skill and drive in managing both the Commission and her own Government without which the Declaration would almost certainly have been delayed if not scuttled altogether." (M. Glen Johnson, *Anniversary*, p.79)

"By her tactics, she had neutralized opponents of the Declaration and attained the greatest amount of support for it." (Dr. Korey in Gurewitsch, p. 27)

"What she [Eleanor Roosevelt] wanted and repeatedly insisted upon was that the Universal Declaration of Human Rights should be a 'ringing declaration' that could be memorized easily and recited by school children all over the world."

"I realize that today there are probably billions of people who weren't even alive when Mother [Eleanor Roosevelt] died. These people cannot possibly comprehend the immense impact that her efforts have had on the daily lives of all of us today. The great surge of the human rights movement of the seventies, which started with so much promise in 1972 with the Helsinki Accords and was followed with the well-meaning Carter Administration's drive for human rights recognition on a global scale, was evidence of her direct influence. Her devotion to the elimination of racial and religious discrimination became an integral part of the philosophy of many nations. Her tireless efforts have helped bring about the realization that war solves no problems, that war is totally destructive, and that a state of preparedness for war undermines the economic well-being of all nations."

"In various parts of the world today, there are hundreds of thousands of people demanding a nuclear freeze. These hundreds of thousands are echoing her beliefs. The struggles of the blacks in our country, the struggles of the emerging nations---with largely black or other colored populations---were first championed by my mother. It was her firm belief that equal educational opportunities should be provided for all, everywhere, in every nation. She believed that this was the only way to bring about an understanding of the necessity for peaceful coexistence. She also believed that health was a primary consideration and, above all, she was firmly dedicated to the premise that malnutrition and starvation could prevent peace in the world as surely as a nuclear bomb."

"As her descendants, you and I can take hope from her example that a way can be found to solve the problems that seem so insoluble to many of us today." (Elliott Roosevelt, *Eleanor Roosevelt With Love*, p. 6)

"The basic principles by which she [Eleanor Roosevelt] lived were: 'Do unto others as you would have them do unto you,' 'I am my brother's keeper,' and 'We are all the children of God, and we must all do his bidding.'" (Elliott Roosevelt, *Eleanor Roosevelt with Love*, p. 154)

QUOTATIONS ABOUT HUMAN RIGHTS BY ELEANOR ROOSEVELT

"During my years at the U.N. it was my work on the Human rights Commission that I considered my most important task..." (ER)

"Where after all, do human rights begin? In small places, close to home---so close and so small that they cannot be seen on any map of the world. Yet, they 'are' the world of individual persons: the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world." (ER in a speech before the UN, 1958)

"What I hope to leave behind me [would be to be able] to live in a community where every individual had an income adequate to provide his family with the ordinary comforts and pleasures of life, but no individual had an income so large that he did not have to think about his expenditures. Such a community would have the germs of a really new deal for the race." (Lash quoting ER)

"As I look back at the work thus far of our Human rights Commission, I realize that its importance is twofold. In the first place, we have put into words some inherent rights. Beyond that, we have found that the conditions of our contemporary world require the enumeration of certain protections which the individual must have if he is to acquire a sense of security and dignity in his own person. The effect of this is frankly educational. Indeed, I like to think that the Declaration will help forward very largely the education of the peoples of the world. It seems to me most important that the Declaration be accepted by all member nations, not because they will immediately live up to all of its provisions, but because they ought to support the standards toward which the nations must henceforward aim. Since the objectives have been clearly stated, men of good will everywhere will strive to attain them with more energy and, I trust, with better hope of success."

As the Convention is adhered to by one country after another, it will actually bring into being rights which are tangible and can be invoked before the law of the ratifying countries. Everywhere many people will feel more secure. And as the Great Powers tie themselves down by their ratifications, the smaller nations which fear that the great may abuse their strength will acquire a sense of greater assurance."

"The work of the Commission has been of outstanding value in setting before men's eyes the ideals which they must strive to reach. Men cannot live by bread alone." (ER, *Behind*, p. 558)

"It is a tragic commentary on the status of civilization in the middle of the twentieth century that the systematic and deliberate denials of human rights by some governments are so widespread in certain areas of the world that they are almost taken for granted. The kind of callous brutality which would have shocked the conscience of mankind a century ago is now unfortunately a commonplace occurrence in those areas....All members of the United Nations have a responsibility, individually and collectively, to see that the lights of freedom are not further extinguished throughout the world....Every member has a responsibility to see that the rights of men are safeguarded, for no country is perfect in protecting the individual rights of its citizens." (in *What I Hope to Leave Behind*, p. 585)

"If democracy---and the blessings of it both as a way of government and a way of life---are going to win this contest for the support of the peoples of the world, we must have moral conviction and spiritual leadership. That is the challenge to America today. That is the challenge that we face in strengthening and making the United Nations work as a whole. Those are the standards that we set ourselves and, in the interest of the future, those are the standards by which we must live." (ER, *Behind*, p. 579)

"...there is no more liberating, no more exhilarating experience than to determine one's position, state it bravely, and then act boldly."

"I have been concerned with many things, but the underlying factor which is basic to all these concerns is human rights [which are] based on the value of human worth and personal dignity."

"Discrimination does something intangible and harmful to the souls of both white and colored people."

"It isn't that women haven't the brains or the ability or physical strength to dominate. It is that they want the world the way it is and for the most part are content. What will happen when they really want something different, I hesitate to say, because I have a firm belief in the ability and power of women to achieve. It is a man's world now, however, and will be as long as the women want it to be."

QUOTATIONS ABOUT HUMAN RIGHTS BY ELEANOR ROOSEVELT - continued

"Build a character that can meet new conditions without fear, develop the power to think things through and face the facts and recognize the interdependence among men." "IT is much harder to combat customs, habits and prejudices in older one. [people] I have a theory that very few young people are born with prejudices; they accumulate them. If you catch them early enough, you can work with them."

"One thing we must all do. We must cherish and honor the world free or it will cease to apply to us. And that would be an inconceivable situation."

"I got the most satisfaction from my work in the UN. There I was part of the second great experiment to bring countries together and to get them to work for a peaceful atmosphere in the world, and I still feel it important to strengthen this organization in every way."

"If I can reach only one person with my message about the importance of the United Nations, I feel that my efforts were rewarded and my time not wasted."

"Even totalitarian regimes which completely control the means of information would not be able to shut out ideas which conform with what their people want."

"It must be remembered that peace, like freedom, is elusive, hard to come by, harder to keep. It cannot be put into a purse or a hip pocket and buttoned there to stay. To achieve peace we must recognize the historic truth that we can no longer live apart from the rest of the world. We must also recognize the fact that peace, like freedom, is not won once and for all. It is fought for daily in many small acts, and is the result of many individual efforts."

"It is my conviction that there is not an area of life which we cannot transform according to our own desires if we want something badly enough, if we have faith in it, and if we work for it with all our hearts. It is not too much to say that every bad situation is a result of apathy, of lack of planning, of individuals who think 'After all, it's not by business.'"

"One of the basic elements in our whole way of life, one of the elements that, for two hundred years, has attracted the peoples of the world to our shores, is our belief that each individual has the right to a better life and to better working conditions and a larger share of the prosperity of his country because, by having them, he can develop his maximum potentialities as a human being."

"By becoming master we can build the kind of world we want. Nothing can stop us but inaction, lack of imagination, lack of courage, and lack of trained knowledge."

"One thing I believe profoundly: We make our own history. The course of history is directed by the choices we make and our choices grow out of the ideas, the beliefs, the values, the dreams of the people. It is not so much the powerful leaders that determine our destiny as the much more powerful influence of the combined voice of the people themselves."

"...each human being has an obligation to do what seems right according to his own conscience. If you are honest, you will naturally be your own most severe critic."

"We obtain our education at home, at school, and most important, from life itself. The learning process must go on as long as we live."

"The encouraging thing is that every time you meet a situation, though you may think at the time it is an impossibility and you go through the tortures of the damned, once you have met it and lived through it you find that forever after you are freer than you ever were before. You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face...The danger lies in refusing to face the fear, in not daring to come to grips with it. If you fail anywhere along the line it will take away your confidence. You must make yourself succeed every time. *You must do the thing you think you cannot do.*"

HUMAN RIGHTS PROBLEMS AND SOME SOLUTIONS

"Forty years later, one could if one wished discern a dismal scene. It's both heartbreaking and enervating to attempt to deal with the range of human rights violations which blot the landscape. There are grotesque violations of human rights on every front....Amnesty International issued a report on the human rights violations of many...countries...which was profoundly unsettling. But that is a reality of this modern world. We have a Universal Declaration of Human Rights, we have magnificent covenants, we have some sixty instruments, we have a variety of implementation mechanisms, some of them fully developed, some of them still fragile; but it is to weep to see the desecration and degradation of the human person and the human spirit that still predominates. It need not, however, provoke despair...if one remembers three of the most powerful characteristics of Eleanor Roosevelt. Number one was courage: to speak out, unequivocally, never intimidated, never cowed into silence when a human rights violation was faced. Number two was tenacity: the unrelenting pursuit of the improvement of the human condition. That's what I loved about the United Nations---its indefatigability; the determination to return time and time again to an issue, giving protagonists neither peace nor pause as one attempts to seek a solution. That, after all, is how the Declaration came about. It was immediately after the vote on December 10, 1948 at 3 o'clock in the morning that Eleanor Roosevelt wrote those words 'the long job finished.' And the long job finished was precisely a manifestation of the extraordinary tenacity which characterized what she did and what the human rights community must embrace anew. and the third characteristic is the simple one of vision; a view of the world where human beings are protected, nurtured and treasured. (Stephen Lewis in *Agenda*, p. 33.)

"It should be clear today, forty years after the Declaration was adopted, that the human rights situation is still anything but perfect. It is to be regretted that the provisions of the Declaration are not being implemented in their entirety in any one country, or in the world as a whole. The gross violations of human rights committed on a mass scale, hunger, poverty, social injustice, illiteracy, and disease continue to be today's sad realities. The human rights of individuals and entire nations are still violated...."

The reason for this is the lack of genuine and constructive international cooperation in this field. Conflicting human rights concepts and approaches discouraged a productive search for generally acceptable solutions to pressing humanitarian problems, including human rights problems., for they mirrored the political interests of various states and often evolved into overt confrontation...For too long a time, states evaded productive international dialogue on these problems, consciously or unconsciously limited their capability for such a dialogue with selfish ideas about their specific national interests or about characteristic features of their historical and political evolution....."

"Such a road could not and cannot lead to positive results, especially in our modern, interdependent world. New thinking, free from past clichés and stereotypes which have proved to be unfit, is needed today in all fields of international affairs including the humanitarian field. We in the Soviet Union, hopefully, as well as Americans in the United States, see our own problems in the field of human rights quite well. ...We do not limit ourselves to acknowledging our own mistakes and miscalculations. We try to overcome them. This is testified to by our current policy of democratization in all spheres of life in Soviet society...[such as] 'perestroika' and 'glasnost.' ...New thinking and new approaches are also vitally important for international efforts in the field of human rights. ...Our country and the US can and should make a tangible contribution to the development of international cooperation in this field. ...There are opportunities for us to combine constructively our efforts ...in the United Nations. The Moscow Conference on humanitarian issues, could become a substantial step in this direction. The soviet side proceeds from the assumption that every state has possibilities for raising the level of human rights and freedoms and that everyone should begin with oneself. Respect for others in conjunction with an objective, a self-critical view of one's own society is the real basis for developing and strengthening cooperation in the cause of an increasingly full exercise of human rights and freedoms." (Boris Tsepov in *Agenda*, pp.35-36.)

Sources of Quotes

Eleanor Roosevelt and The Universal Declaration of Human Rights, An Agenda for Action in 1998. The Franklin and Eleanor Roosevelt Institute. 1988.

Her Star Still Shines, A Franklin D. Roosevelt Library Publication, 1995.

Gurewitsch, David A., M.D. *Eleanor Roosevelt-Her Day*. New York: Interchange Foundation, 1973.

Johnson, M. Glen. *The Universal Declaration of Human Rights, 45th Anniversary, 1949-1993*. New York: UN Educational Scientific and Cultural Organization, 1994.

Korey, William. "Eleanor Roosevelt and the Universal Declaration of Human Rights" in Gurewitsch as cited above.

Lash, Joseph.P. *Eleanor and Franklin*. New York: WW Norton & Company, Inc., 1971.

Roosevelt, Eleanor. *The Autobiography of Eleanor Roosevelt*. New York: DeCapo Press, 1989.

Roosevelt, Eleanor. *On My Own*. New York: Harper and Brothers Publishers, 1958.

Roosevelt, Eleanor. *This I Remember*. New York: Harper & Brothers, 1949.

Roosevelt, Elliott. *Eleanor Roosevelt with Love*.

UNA-USA. *Inalienable Rights, Fundamental Freedoms. A Report of the UNA-USA Global Policy Project.* 1996.

HUMAN RIGHTS QUOTES

HUMAN RIGHTS QUOTES TAKEN **FROM HUMAN RIGHTS HERE AND NOW** - NANCY FLOWERS ed. A Publication of the Human Rights Educators' Network of Amnesty International USA, Human Rights USA, and the Stanley Foundation., 1998.

"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..." (Preamble, Universal Declaration of Human Rights)

"Human rights is not a subject that can be studied at a distance. Students should not just learn about the Universal Declaration, about racial injustice, or about homelessness without also being challenged to think about what it all means for them personally. As human rights educators, we must ask our students and ourselves, 'How does all this relate to the way we live our lives?' The answers to this question will tell us much about how effectively we have taught our students." (David Shiman, Introduction to *Teaching Human Rights*.)

"We cannot think our way to humanity. Every one of us, and every one with whom we live and work, must become the model for the world we hope to create." (Ivan Illich, *Celebrations of Awareness*, 1970)

"Liberty does not consist oin mrere declarations of the rights of man. It consists in the translation of those declarations into definite action. (Woodrow Wilson, *Address*, July 4, 1914)

"Man's capacity for justice makes democracy possible, but man's inclination to injustice makes democracy necessary. (Reinhold Niebur)

"In the future days which we seek to make secure, we look forward to a world founded upon four essential freedoms. The first is freedom of speech and expression---everywhere in the world. The second is the freedom of every person to worship God in his own way---everywhere in the world. The third is the freedom from want, which, translated into world terms, means economic understanding which will secure to every nations a healthy peacetime life for its inhabitants---everywhere in the world. The fourth is freedom from fear, which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor---anywhere in the world. It is definite basis for a kind of world attainable in our time and generation." (Franklin D. Roosevelt, *State of the Union Address*, Jan 6, 1941)

"Injustice anywhere is a threat to justice everywhere." (Martin Luther King)



Eleanor Roosevelt and Pandit Nehru in Hyde Park, NY 10/16/1949



Eleanor Roosevelt in Calgary, Canada 3/00/1949

Recent Articles

Recent articles published in the *Poughkeepsie Journal*: on February 14th an article by ERVK President M. Glen Johnson on Eleanor Roosevelt and the UDHR, and on the saving of Val-Kill, by ERVK founders Joan Spence and Joyce Ghee, for the *Journal's* monthly "Millennium" issue; a February 28 article on the relationship between Eleanor Roosevelt and Mary McLeod Bethune by Leah Perry, a former intern from Vassar College, to celebrate Black History Month; a February 21 article on the importance of Poughkeepsie and Dutchess County by Executive Director Daniel Strasser. Also, Hudson Valley *Options Unltd.* magazine's current issue celebrates women and industry. It features Eleanor Roosevelt on the cover and an article on her Val-Kill furniture factory experiment. The article was written by Vassar College research associate Mary M. Fladd. There is also a one-page feature on ERVK. For copies of these articles, please contact the ERVK office.

ERVK Board and Staff Updates

At ERVK's annual board meeting on February 20, M. Glen Johnson was re-elected President and Judith A. Lewittes Vice-President. James F. Passikoff was elected Treasurer and Shirley M. Handel is Secretary. Board elections: Beginning 3-year terms at this meeting: Elayne Seaman, visual artist and nonprofit consultant, returns to the Board; William E. Sheuerman, President, United University Professions, Albany; Thomas Spence, Hyde Park Town Supervisor; John S. Tarleton, President, Poughkeepsie Area Chamber of Commerce; and Glenn S. Clarke, former President of Avon Products Foundation, who was serving the remainder of a term vacated by a resigned board member. Re-elected for second terms were Roland Butts, Shirley M. Handel, and Patricia Duane Lichtenberg. Michael Henderson, Acting Superintendent of the Roosevelt-Vanderbilt Sites, National Park Service, joins the board ex officio with the departure of Paul B. "Skip" Cole, III, who will direct the Roosevelt Site at Campobello. Departing the Board are Maureen Andola, Nancy Hodgkins, Bernice Regunberg and Marie N. Tarver.

Gianfranco "Kiko" Corti, Eleanor Roosevelt Lecture Series Coordinator, did an excellent job of launching the series. He departed ERVK in February to accept a position at the US Immigration and Naturalization Service in Washington, D.C. Development Director Helen Lang will serve as Acting Lecture Series Coordinator. Cardi Kramer, Marist College, and Sarah Torre, Vassar College, are this semester's student interns.

Stone Cottage may be rented for small groups (up to 50) for a conference, seminar, workshop or retreat (sorry, no private parties or weddings). Fees are modest. Please call or write to ERVK's Office Administrator for details and availability.

From the Gift Shop



ERVK is the exclusive distributor of the **Eleanor Roosevelt Monument Maquette**. The 14" bonded bronze sculpture by Penelope Jencks is an exact replica of the 8 foot monument in New York City. Each maquette is \$250 plus \$15.00 s/h.

The **Val-Kill Cookbook** is a popular and fun collection of recipes from Roosevelt family and friends. It is a lovely gift. \$9.95 plus \$4 s/h. (\$1.00 for each additional book)

Order Form

Eleanor Roosevelt Maquette. \$250.00 each \$ _____
The Val-Kill Cookbook. \$9.95 each \$ _____
Add shipping & handling for each item \$ _____
Sub-Total \$ _____
New York residents add 7.25% sales tax \$ _____
☐ check enclosed **Total** \$ _____

☐ Visa, ☐ MC, ☐ Discover# _____

Exp. Date ____/____/____ Signature: _____

Name: _____

Address: _____

Daytime phone: (____) _____ E-mail: _____

**Please make checks payable to ERVK and mail to:
ERVK, PO Box 255, Hyde Park, NY 12538**

ERVK 1999 Board of Directors

M. Glen Johnson, President		
Judith A. Lewittes, Vice President		
Shirley M. Handel, Secretary		
James F. Passikoff, Treasurer		
Hazel B. Barcher	Reginetta Haboucha	Elayne Seaman
Robin Bell-Stevens	Joanne Hayes	Thomas Spence
Allida Black	Michael Henderson, NPS	Frances P. Taft
Roland E. Butts	Mary Lou Heissenbuttel	John G. Tarleton
Angela Cabrera	Margaret A. King	Marc A. vanderHevden
Glenn S. Clarke	Patricia D. Lichtenberg	Herbert Zohn
Lucille Cohan	William E. Scheuerman	

ERVK Staff

Daniel A. Strasser, Executive Director
Mona Burkard, Office Administrator
Lois Hitchings, Rental Coordinator
Helen Lang, Development Director & Lecture Series Coordinator
Susan Houston Marks, Bookkeeper
Heidi Plambeck, Administrative Assistant
Alexa Ward, Elderhostel Coordinator
Annamarie Whalen, Girls' Leadership Coordinator
Cardi Kramer, Marist College Intern
Sarah Torre, Vassar College Intern

The Eleanor Roosevelt Center at Val-Kill
ERVK, PO Box 255, Hyde Park, NY 12538
Tel: (914) 229-5302 Fax: (914) 229-0742
E-mail: ervkill@aol.com
Website: <http://www.ervk.org>

Our Days

ERVK
Eleanor
Roosevelt
Center
at Val-Kill
NEWSLETTER



Spring 1999

"Where, after all, do universal human rights begin? In small places, close to home..." *Eleanor Roosevelt*



Mrs. Clinton speaks on the Rights of the Child, flanked by Presidents of Georgetown University and ERVK.
Mrs. Roosevelt's great-granddaughter Tracy Roosevelt and Panel Members. Photo: Georgetown University

Hillary Clinton Delivers Eleanor Roosevelt Lecture at Georgetown

First Lady Hillary Rodham Clinton delivered the second Eleanor Roosevelt Lecture on the Rights of the Child in the series "Human Rights—the Unfinished Agenda for the New Millennium," on December 4, at Georgetown University in Washington, D.C. The series commemorates the 50th Anniversary of the Universal Declaration of Human Rights (UDHR50), what Eleanor Roosevelt considered her greatest achievement. The series is dedicated to the memory of the late Estelle Linzer. Mrs. Clinton's talk came less than a week before the December 10 anniversary date. Mrs. Clinton spoke in Georgetown's beautiful Gaston Hall, which was filled to capacity with students, faculty and guests. The event was broadcast live on C-Span television to a nationwide audience and it was rerun throughout the day. The text of Mrs. Clinton's lecture appears on ERVK's website (www.ervk.org).

Mrs. Clinton, who was introduced by Georgetown President Father Leo J. O'Donovan, S.J., said, "This is a very important...lecture in a very significant series that has been undertaken by the Eleanor Roosevelt Center at Val-Kill...I am very honored to be taking part in this extraordinary lecture series, and I am very pleased to be part of something that preserves the legacy of Eleanor Roosevelt, that gives new generations...here in America and around the world, a real opportunity to know more about this extraordinary woman."

Mrs. Clinton spoke for nearly an hour on the Rights of the Child. But she first explored how Mrs. Roosevelt went about making a difference to children and others in need, culminating in the adoption of the UDHR. Mrs. Clinton said that "it was the power of the Declaration that, in 1989, led to the United Nations Convention on the Rights of the Child. I am very proud that my husband signed the Convention. And now I hope with all my heart that the US will join the Vatican and all the other nations of the world except Somalia and ratify the Convention once and for all."

Mrs. Clinton was followed by Tracy Roosevelt, Mrs. Roosevelt's great-granddaughter, ERVK President M. Glen Johnson, and a distinguished panel which included US Ambassador to the UN Economic and Social Council Betty King; Dr. Phillis R. McGrab, Georgetown Child Development Center; Dr. Wallace J. Mlyniec, Associate Dean, Georgetown Law Center; and moderator Dr. Dorothy Brown, Interim Provost of



Mrs. Clinton with Georgetown President Father O'Donovan and ERVK President M. Glen Johnson. Photo courtesy of the White House.

Georgetown. Dr. Susan K. Martin, University Librarian, acted as Master of Ceremonies.



Tracy Roosevelt

Goldstone and Arias: Next Lectures on Human Rights

Two additional Eleanor Roosevelt Lectures will take place this Spring. On Wednesday, April 7 at 7:00 p.m., Richard Goldstone, South African Constitutional Court Justice and former Chief Prosecutor for former Yugoslavia and Rwanda, will speak on "Genocide in the '90s" at Marist College, Poughkeepsie, NY. His talk will be followed by a panel consisting of Yael Danieli, Holocaust victim psychologist and co-editor of *The Universal Declaration of Human Rights: 50 Years and Beyond*; Felice Gaer, Director of the Jacob Blaustein Institute for Human Rights of the American Jewish Committee; Dr. Timothy Longman, Assistant Professor of Africana Studies at Vassar College; and Dr. Milton Teichman, Professor Emeritus of English, Marist College.

On April 20, at 7 p.m., Oscar Arias, Nobel Peace Laureate and former President of Costa Rica, will speak at Hunter College, Manhattan, on "Economic and Social Rights." His talk will be followed by comments from Dr. Louis Henkin, Professor Emeritus of Columbia University, Chair of the University's Center for the Study of Human Rights and Director of the Human Rights Institute of Columbia Law School, and by Professor Theodor Meron, the Charles L. Denison Professor of Law of New York University Law School.

Town Hall Meeting Celebrates UDHR50

ERVK, as a coalition member of more than 125 non-governmental organizations that make up the National Coordinating Committee to commemorate the 50th Anniversary of the Universal Declaration of Human Rights, co-sponsored a Mid-Hudson Valley town hall meeting on December 9th at Marist College, Poughkeepsie. A commemorative candle was lit at 9:00 p.m. EST, which in Paris is 3:00 a.m. December 10, the exact time and place 50 years ago that the UDHR was approved by the UN General Assembly. Similar town hall meetings, sponsored by the Franklin and Eleanor Roosevelt Institute (FERI) were held nationwide on December 10. Reginetta Haboucha, Marist Dean of Humanities and ERVK Board member, gave welcoming remarks. Vernon J. Vavrina, Associate Professor of Political Science at Marist, offered a historical overview.

The event included an eight-member panel of academics from Marist College and community practitioners on the topics of Racial Equality, Welfare Reform, Domestic Violence and the Environment. Students and the general public asked questions and offered comments. Other co-sponsors included the Coalition Against Violence and Sexual Assault, the Dutchess County Human Rights Commission, FERI, Grace Smith House, Mohonk Consultations, YWCA of Dutchess County and National Park Service, Roosevelt/Vanderbilt Sites.

ERVK Launches 5-Year Race Relations Initiative

Consistent with its overall mission, ERVK began a new five year race relations project for Dutchess County, NY. Building on its important programs of a decade ago, specifically Enhancing Racial Harmony and Youth Against Racism, ERVK took up the challenge laid down at the 1997 Eleanor Roosevelt Val-Kill Medal Ceremony by recipient Hollis Shaw, who encouraged ERVK to resume programming in this field.

Interested community representatives joined the committee formed to plan the project. The committee agreed to work with Dutchess Community College on conducting a National Issues Forum on May 8, as the first program initiative, and adopted "Economic Opportunity in a Culturally Diverse Community" as the theme. In February DCC and ERVK held focus group meetings with business, community and government leaders in preparation for the Forum. The *Poughkeepsie Journal* and the Gillespie Forum are also co-sponsors of the May 8 event.

Upcoming: Third Annual Girls' Leadership Workshop Program

Building on two successful years of programming, ERVK will conduct its third annual Girls' Leadership Workshop from June 26 - July 5. Once again, girls from previous programs will reunite on June 25-26 and welcome new participants. Eligibility: girls entering the 10th or 11th grades in the fall from NY, NJ, MA, CT, PA and RI and the Caribbean country of Dominica. The program consists of leadership skill

development sessions, the history of the women's movement, visits to the Eleanor Roosevelt Monument and United Nations in New York City and New York's state capital at Albany, work on creative and community service projects, civic participation training, journal-writing skill-building and practice, environmental appreciation of Val-



1998 GLW participants during a workshop.
Photo courtesy of the Dyson Foundation.

Kill's 180 acre site and leisure time. The program brings together a diverse group of girls at no expense to them beyond a small registration fee. Fundraising for this year's program is ongoing. A portion of the 1999 program is supported for the second year by a \$20,000 donation from the Dyson Foundation.

Welfare Reform and Human Rights Monitoring Program

ERVK continues to develop its Welfare Reform and Human Rights Monitoring Program. In 1998, ERVK's Welfare Reform Sub-Committee issued two reports to the Dutchess County community on the effects of Welfare Reform, using the Universal Declaration of Human Rights as its standard. ERVK's reports are based on compiling confidential individual reports submitted by 21 local human service agency monitors. Monitors attend monthly meetings at ERVK to compare and share information, review consolidated reports prior to public release, and discuss ways to improve the monitoring process. ERVK's published reports draw attention to a lack of subsidized childcare resources in the county, problems of medical care availability and welfare caseworker/client relations. On February 25 at Val-Kill, the sub-committee and monitoring agencies met with Dutchess County Commissioner of Social Services Robert Allers and members of his senior staff to review issues that arose in recent months and to share information. Maintaining a dialogue with county officials helps to keep the monitoring effort focused on key issues and provides collective feedback from the human services community for officials charged with administering welfare reform. ERVK will support this program by hiring a part-time professional to assist with the sub-committee's work and coordinate the monitoring effort.

ERVK Elderhostel

ERVK is conducting two different weeks of Elderhostel programming this Spring. *Eleanor Roosevelt: Her Life and Works* will be presented April 11-16 at Val-Kill's Stone Cottage to seniors (55 and older) from around the country. From April 18-23, Elderhostel will feature a special program on *Eleanor Roosevelt and the Universal Declaration of Human Rights*, that debuted last fall.

Elderhostel National President Stephen H. Richards came from Boston to visit ERVK's program last November. As a result, Elderhostel asked ERVK to develop a new program on the United Nations, which will take place both in New York City and at Val-Kill. It is planned to be ready by Fall 2,000.

Environmental Rights Conference and Follow-Up

In order to promote the evolution of human rights as stated in the UDHR, to include environmental or "third generation rights," ERVK and 31 other groups co-sponsored a conference on November 13-14 at the Mohonk Mountain House, New Paltz, NY. The conference brought together

some 75 representatives of human rights and environmental organizations and individuals concerned about "Making the Connection" between human rights and environmental rights. Former US Secretary of Energy Hazel O'Leary addressed the conference on November 13 at SUNY New Paltz. Conferees spent the next day hearing panels, participating in small group discussions and developing a set of action-agenda items. Several steps have been taken since the conference. A statement of the results was released to the press, several meetings of conference organizers were held to explore "making the conference into a coalition." With the assistance of Rep. Maurice Hinchey, ERVK has communicated to the US Department of State the conference's endorsement of the 1994 Draft Declaration of Human Rights and the Environment. The draft will be discussed at the March-April meeting of the UN Human Rights Commission in Geneva.

At the local level, greater community outreach and involvement are special concerns. The Mohonk Conference organizers are planning meetings with community and minority groups for this purpose before seeking to organize another meeting of the conference participants.

Statue Dedication

ERVK Board member and ER historian Allida Black and Executive Director Daniel Strasser at the December 5, 1998 dedication of Mrs. Roosevelt's statue at the National Cathedral, Washington, D.C. Black also curated the Cathedral exhibit on the UDHR. Pictured is a plaster model of the statue by Neil Estern, sculptor of ER at the FDR Memorial.



In Memoriam

ERVK regrets the recent deaths of King Hussein of Jordan, husband of 1996 Val-Kill Medal recipient Queen Noor; Ethel C. Torgesen, 1993 Eleanor Roosevelt Val-Kill Medal recipient; and Eileen M. Hickey, former New York State Assemblywoman and a member of our Board from 1993 to her death, March 5, 1999.

ERVK Website

ERVK's website — www.ervk.org — was recently updated, thanks to Vassar College intern Sarah Torre. Please visit our site for new features, such as the text and a photo of Mrs. Clinton's Eleanor Roosevelt Human Rights Lecture at Georgetown University, the 1999 Girls' Leadership Workshop application form, and detailed directions to and a map of Val-Kill.