

# Human Rights Education: The Fourth R

Vol. 6, No. 1

Summer 1994

Festus Okoye, a Nigerian lawyer and Humphrey fellow, leads St. Paul Academy and Summit School students in a mock UN session on Haiti as part of the Partners in Human Rights Education program of the University of Minnesota Human Rights Center and the Minnesota Advocates for Human Rights.

This issue of *The Fourth R* is devoted to human rights education resources, divided into general and topical sections.

We were able to compile these lists thanks to the help of many educators who shared their expertise with us. We urge you to join them and other educators in dialogue, as we work toward sharing a common ethic of human rights education.

Human rights education should take place in a classroom environment that promotes respect, cooperation, and social responsibility. These selections from the related fields of peace, anti-bias, multicultural, and global education, cooperative learning, and teaching for social responsibility will help you build a foundation for teaching human rights. Choose one or two to begin the process of developing your own approach.

We consider this bibliography a beginning and recognize that due to limitations of time and space, it is not exhaustive. Please send us comments on these materials, as well as information on additional resources. Your input could help fulfill our long-term goal of expanding this bibliography into a book-length resource guide.

*The Editors*

Index	Page
<b>I. Human Rights Education</b>	
Overview .....	2
Preschool to Grade 4 .....	5
Middle/Junior High School (Grades 5-8) .....	7
Senior High School (Grades 9-12) .....	7
<b>II. Human Rights Education Topics</b>	
Children .....	8
Conflict Resolution and Peace .....	10
Death Penalty, Torture, and Other Human Rights Abuses .....	12
Development, Economic Justice, Food, and Health .....	12
Environment .....	13
Ethnic, Linguistic, and Religious Minorities .....	13
Gays and Lesbians .....	15
Indigenous Peoples .....	15
Refugees .....	17
Women .....	18

# Human Rights Education Resource Guide

## Human Rights Education: The Fourth R

The title *Human Rights Education: The Fourth R* derives from a belief that teaching of human rights is as basic as teaching the traditional three Rs. *The Fourth R* should occupy as central a place in the curriculum as reading, writing, and arithmetic.

**Editors:** Walter Enloe and Gwen Willems

**Guest Editor:** Kristi Rudelius-Palmer

### Editorial Board

#### Diana G. Collier

International Human Rights Association of  
American Minorities (IHRAAM)

Hh

#### Nancy Flowers

Curriculum Coordinator  
Amnesty International USA

Hh

#### Ed O'Brien

National Institute for Citizen Education in the Law

Hh

#### Betty Reardon

Decade for Human Rights Education

Hh

#### Kristi Rudelius-Palmer

University of Minnesota Human Rights Center

Hh

#### Janet Schmidt

Chair—Amnesty International USA Human Rights  
Educators' Network

Hh

#### David Shiman

University of Vermont Center for World Education

Hh

#### Laurie Wiseberg

Human Rights Internet

Hh

The editors thank Maria Baldini, Lisa Cramer, Liz Norlin, and Mary Thacker for their help in preparing this edition of *The Fourth R*.

A publication of Amnesty International USA Human Rights Educators' Network. Editorial Offices: AI USA Human Rights Educators' Network, 53 West Jackson Blvd., Suite 1162, Chicago, IL, 60604-3606 U.S.; and Human Rights Center, University of Minnesota, 437 Law Center, 229-19th Ave. South, Minneapolis, MN 55455.



Printed on recycled and recyclable paper.

## I. Human Rights Education

### Overview

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 individual's 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.

# Human Rights Education Resource Guide

Comhlahm (1992). *Teaching Human Rights*. N. Ireland: Comhlahm. 1 pound. Comhlahm, 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 Student's Bill of Rights. Teaching Resources in the ERIC Database (TRIED) Series*. Bloomington: ERIC Clearinghouse on Reading and Communication Skills. \$9.95. ISBN 0-927516-22-5. ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

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.

# Human Rights Education Resource Guide

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 Council's 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 people's 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.

# Human Rights Education Resource Guide

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.

## Preschool to Grade 4

Berry, Joy (1987). *Every Kid's Guide to Understanding Human Rights*. Chicago: Children's Press.

A basic introduction to a few of the rights of children and to the concept of human rights that is of special usefulness for younger children.

## Amnesty Interactive CD-ROM

Amnesty Interactive is a CD-ROM disc that uses multimedia technology to create a rich educational program about people, ideas, and events that have shaped the history of human rights, about human rights conditions worldwide, and about the work of Amnesty International. The CD-ROM disc also contains curriculum support materials for teachers, reference material for students, and a "What you can do" section containing tools for individual action. Amnesty Interactive is a journey through history and human stories in words, pictures, animation, and music from around the world.

Amnesty Interactive is a landmark multimedia event, produced entirely by volunteer writers, designers, educators, and multimedia specialists. This CD-ROM disc is now available for Macintosh computers. The cost is \$10.00 and covers materials and handling. For further information call the Voyager Company at 800-446-2001.

# Human Rights Education Resource Guide

Bradley, John (1987). *Human Rights*. New York: Gloucester Press.

The book examines human rights issues in a variety of countries and discusses the role of international organizations, such as Amnesty International, which work for human rights.

Derman-Sparks, L., and the A.B.C. Task Force (1989). *Anti-Bias Curriculum: Tools for Empowering Young Children*. Washington, DC: National Association for the Education of Young Children. \$7.00. ISBN 0-935989-20-X. National Association for the Education of Young Children, 1824 Connecticut Ave. NW, Washington, DC 20009-5786.

The book goes beyond teaching tolerance, urging teachers to examine their biases and learn how they may influence children and reduce, handle, or eliminate biases. This practical book shows adults how to stand up for what's right and how to empower children so they can do the same.

Fry-Miller, Kathleen, and Judith A. Myers-Wall (1988). *Young Peacemakers Project Book*. Elgin, IL: Brethren Press.

Activities introduce young children to concept of peacemaking, including global citizenship, interpersonal relations, and the environment.

Hatch, Virginia, et al. (1992). *Human Rights for Children: A Curriculum for Teaching Human Rights to Children Ages 3-12*. Alameda: Hunter House Inc. \$10.95. ISBN 0-89793-121-1. Hunter House Inc., P.O. Box 2914, Alameda, CA 94501-0914, tel 510-865-5282, fax 510-865-4295.

Written by a group of Amnesty International educators, this resource book for teachers is structured around ten fundamental principles derived from the 1959 UN Declaration on the Rights of the Child. Each principle is presented with a teaching strategy that interprets it for classroom use and a series of activities that give life and meaning to the strategy. These creative activities include a variety of subject areas (geography, mathematics, language arts, social studies, art, music, and physical education) and are divided into three different developmental levels: preschool, primary, and upper-elementary. Following each section is a useful annotated bibliography of additional resources.

Judson, S., ed. (1984). *A Manual on Nonviolence and Children*. Philadelphia: New Society Publishers. Religious Society of Friends—Peace Committee 1977, 1515 Cherry St., Philadelphia, PA 19102.

This manual is designed to help children and adults establish an atmosphere in which they can resolve their problems and conflict nonviolently. Five elements contribute to such an atmosphere: affirmation, the sharing of feelings, information, experience, supportive community, problem solving, and enjoying life. The manual elaborates on each of these elements, with examples, activities, and resources to help adults develop an atmosphere of nonviolent action for children in their classrooms and elsewhere.

Written accounts of actual approaches used by teachers and parents illustrate the concepts emphasized in the book. Other chapters deal with meetings, staffings, and parent support groups. The "Books for Young People" section lists specific books in three categories (conflict resolution, sex roles, and feelings) and provides some tips for using the books.

Rocha, R., and O. Roth (1987). *The Universal Declaration of Human Rights: An Adaptation for Children*. New York: United Nations Publications.

The original text of this basic human rights document is adapted into simpler language and accompanied by beautiful illustrations.

Schniedewind, N., and E. Davidson (1987). *Cooperative Learning, Cooperative Lives*. Dubuque, IA: Wm. C. Brown Company Publishers. \$26.00. ISBN: 0-697-02274-9. Brown Roa, 2460 Kerter Blvd., Dubuque, IA 52001, tel 800-922-7696, fax 319-589-4705.

The book is sequential in its approach to both process (cooperative learning formats) and content (cooperation as a theme). Chapters include "Why Cooperative Learning and Living," "The Nuts and Bolts of Implementing Cooperative Learning," "Finding and Appreciating Strengths in Ourselves and Others," "Joining Together at School," "Pulling Together in Families," "Communities and Workplaces," "Making Everyone Winners Across the Land," and "Working Together for Worldwide Independence and Peace." The "Resources" chapter summarizes teaching and evaluation formats for cooperative learning and provides an extensive annotated bibliography. Teachers of young children can find stimulating ideas and excellent resources on cooperative learning. The book is ideal for the upper elementary and middle/junior high school classroom.

Smith, C.A. (1993). *The Peaceful Classroom: 162 Easy Activities to Teach Preschoolers Compassion and Cooperation*. Mt. Rainier, MD: Gryphon House, 3706 Otis St., Mt. Rainier, MD 20712.

These activities were designed for 3- to 5-year-old children, but can be adapted up to age 8. The book is divided into four chapters, but need not be followed in a particular sequence. These original, interesting, and engaging activities are structured and described with the following headings: "Skills Developed," "Introduction," "Age," "People Words to Use," "Center," "Things You Will Need," "What To Do," "Want To Do More?," "Involving Parents." This book is easy to read and to use immediately.

UNICEF (1989). *Celebrating the 30th Anniversary of the Declaration of the Rights of the Child*. New York: E.P. Dutton.

A beautifully illustrated picture book presenting the ten principles of the rights of the child in language appropriate to preschool and elementary children.

UNICEF (1990). *We the Children*. New York: W.W. Norton & Co. Photographs by the world's leading photojournalists show di-

# Human Rights Education Resource Guide

verse children at play, school, work, and rest. Excellent for use as a classroom resource.

UNICEF-UK (1990). *Songs, Games and Stories from Around the World*. London: UNICEF-UK. ISBN 1-871440-06-8. UNICEF-UK, 55 Lincoln's Inn Fields, London WC2A 3NB, United Kingdom.

The book is aimed at those working with children under the age of eight years who wish to introduce them to wider world experiences. It includes 17 songs with music and words in English and other languages, 15 games, and 14 stories. A 21-minute audio cassette of the songs is also available.

## 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 printed 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. 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 lib-

# Human Rights Education Resource Guide

erties, 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 nongovernmental organizations. A teacher's 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 one's 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.

## II. Human Rights Education Topics

### Children

Amnesty International, Puerto Rican Section (1993). *Our Rights! Series for Children and Youth*. Puerto Rico: AI Puerto Rican Section. ISBN 0-9633407-2-7. Amnesty International Puerto Rican Section, 54 El Roble St., Office 11, Rio Piedras, Puerto Rico 00925, tel/fax 809-767-7095.

The series contains seven booklets based on the International Convention of the Rights of the Child. A *Guide for Grownups* (in English and Spanish only) introduces the other books to adults and explains how they may be used, with extra activities. Book 1 introduces the concept of human rights and responsibilities to children. Books 2-5 specifically address the convention under the four categories of how to survive, grow, be protected, and participate. They include a poem, a short description, and a thought about each topic. Book 6 is a glossary for children.

Castelle, Kay (1990). *In the Child's Best Interest: A Primer on the UN Convention on the Rights of the Child*. Rhode Island: Plan International. \$5.95. Plan International, 804 Quaker Lane, East Greenwich, Rhode Island 02818, tel 401-826-2500.

Describes the convention in simple terminology. The book explains why there are special rights for children with elaboration and statistics on child rights violations. The articles of the convention are interpreted and illustrated by drawings done by children all over the world.

Castelle, Kay, and Dennis Nurske (1990). *In the Spirit of Peace: A Global Introduction to Children's Rights*. New York: Defense for Children International-USA. \$7.95. Defense for Children International-USA, 30 Irving Place, 9th Floor, New York, NY 10003, tel 212-228-4773, fax 212-228-4275.

Examines 23 children's rights issues as they pertain to children of countries and cultures all over the world. Each right is developed into a lesson designed specifically for the classroom. Readings are paired with discussion questions, background information, and related activities and often illustrated with cartoons, maps, and other images from a variety of cultures. The UN Convention on the Rights of the Child is used as a framework for the group, dividing the rights into survival, protection, and development.

# Human Rights Education Resource Guide

Edmunds, Beverly C., and William R. Fernekes, eds. (April/May 1992). "The Rights of the Child" theme issue in *Social Education*, vol. 56, no. 4. National Council for the Social Studies, 3501 Newark St. NW, Washington, DC 20016, tel 202-966-7840.

This special section examines in detail the rights of children according to provisions in the UN Convention on the Rights of the Child. It also contains classroom ideas for learning about children's issues and providing opportunities for children to practice these rights and responsibilities.

Hatch, Virginia, et al. (1992). *Human Rights for Children: A Curriculum for Teaching Human Rights to Children Ages 3-12*. Alameda: Hunter House Inc. \$10.95. ISBN 0-89793-121-1. Hunter House Inc., P.O. Box 2914, Alameda, CA 94501-0451, tel 510-865-5282, fax 510-865-4295.

See "Preschool to Grade 4" for abstract.

Hoffman, Dorothy, Cleo Simonette, and Mary Eileen Sorenson (1991). *A Child's Right: A Safe and Secure World*. Minnesota: United Nations Association. \$14.95. UNA-MN, 1929 South 5th St., Minneapolis, MN 55454, tel 215-569-8850.

In 1989 the United Nations General Assembly adopted the Convention of the Rights of the Child, guaranteeing basic rights to all children. This module has students "adopt" an infant from another region of the world, taking personal responsibility for their new "brother" or "sister." This responsibility takes the form of activities of celebrating the naming of the child and activities exploring rights, including health, security, freedoms, economic well-being, and education. This module has contacts for teachers and students worldwide, with whom students can link to receive information on that area and on "growing up" in the region. In turn, students will share their dreams for their "adopted" brother or sister. The module includes the UN Charter Preamble, the Human Rights Charter, and the UN Convention on the Rights of the Child.

Programme Service of the World Scout Bureau (1990). *Youth for Rights—Young People Respond to the Convention on the Rights of the Child*. Geneva: World Scout Bureau, Box 241, 1211 Geneva 4, Switzerland.

This pack provides a concise overview of the Convention on the Rights of the Child and how to introduce it to young people. Designed specifically for youth organizations, it can be used in two main ways: by youth leaders to incorporate children's issues and human rights into their programs, and by 16- to 25-year-olds to carry out activities with children. Fact sheets, discussion, and activity ideas as well as introductory material is included.

Smith, Lesley (1988). *Dimensions of Childhood: A Handbook for Social Education at Sixteen Plus*. London: Health Education Authority. 3.50 pounds. ISBN 0-903652-44-5. Health Education Authority, Hamilton House, Mabledon Place, London WC1H 9T, United Kingdom.

This teachers' handbook aims to promote understanding and valuing of childhood and a multicultural society, to consider childhood in relation to political and economic influences as well as ethnicity, gender, and class, and to affirm the range of physical and relational contexts for growing up. Group work and discovery methods allow participants personal choice of a topic on six "dimensions" of childhood. These are "World Wide," "Multicultural," "Social and Economic," "Gender," "Historical," and "Hidden" (marginalised groups). The course comprises three phases. "Preparation" includes eight activities and handouts, phase two is "Enquiry," and phase three is "Presentation, Discussion, and Evaluation."

Stroud, Marilyn (1993). *Reaching Children: In Celebration of the Rights of the Child: An Activity-Based Teachers Unit*. New York: UNICEF. Free upon request: tel 212-686-5522.

A wonderfully written and illustrated pamphlet presenting ten articles of the convention, with details of child rights violations in different parts of the world and descriptions of UNICEF activities to deal with the problems. Twenty-six activities are then outlined in conjunction with the various articles.

UNICEF (1989–1990). *No Life for a Child: A Tape-Discussion Pack on the Convention on the Rights of the Child*. UNICEF/UK: 55 Lincoln's Field Inn, London WC2A 31VB, United Kingdom, tel 44-71-405-5592.

Includes three 15-minute programs on armed conflict, health, education, substance abuse, child labor, and children without families. Interviews with children around the world and commentary by a BBC reporter. One booklet contains suggested discussion questions and actions to take and another is the text of the Convention on the Rights of the Child. Intended for adult use, but can be used in high school.

UNICEF (1989). *The Rights of the World's Children*. Geneva: UNICEF. ISBN 92-806-002-8. Palais des Nations, CH-1211 Geneva 10, Switzerland, tel 4122-798 58 50, fax 4122-791 08 22.

This education kit outlines case studies, discussion questions, activities, role playing, and background information, with suggested age ranges. The material is arranged into eight categories covering themes such as identity, food and security, education and creative expression, family, equality, violence, war, and the law.

UNICEF-UK (1990). *A Project to Introduce the UN Convention on the Rights of the Child: The Whole Child, It's Our Right, Keep Us Safe, Teachers Handbook*. Vols. 1-4. United Kingdom: Save the Children and Oxford Development Education Unit. ISBN 1-871440-03-3.

*The Whole Child* is the first volume of UNICEF-UK books designed to introduce the Convention on the Rights of the Child. It deals with the articles covering the child's participation in his/her

# Human Rights Education Resource Guide

own development. It is a compilation of innovative, experiential approaches and child-centered activities teaching about a child's basic cultural identity, his/her childhood, and involvement in the wider society. Although there is a British perspective to the teaching, many activities are suitable for children anywhere, and most activities may be easily adapted.

The second volume, *It's Our Right*, deals with those articles of the Convention of the Rights of the Child which cover provision for the child's physical and emotional development, including nutritious food, clean water, and health services. It examines these rights and introduces case studies on the lives of children in both the UK and other countries.

The third volume, *Keep Us Safe*, expands upon the protection articles, rights which require adults to care for the children by protecting them from psychological, emotional, physical, and sexual maltreatment. The right to rehabilitation is stressed throughout. As in the other two books in the series, related articles expand on the various experiential activities focusing on children worldwide whose various protective rights are not recognized.

This fourth volume, *Teachers Handbook*, is a companion guide and provides background for the teacher about the rights of the child and how other disciplines can include teaching about these rights. It also includes an official text of the convention with unofficial summaries of the provisions.

van Buren, Carla (1992). *Children Hungering for Justice*. Denver: Center for Teaching International Relations. Center for Teaching International Relations, University of Denver, 2201 South Gaylord St., Denver, CO 80208, tel 303-871-3106, fax 303-871-2906.

Three 20-page curricula on the topics of justice, street children, the right to food, the role of the United Nations, and the Convention on the Rights of the Child. The curricula treats the same themes with increasingly mature activities and discussion for grades K-4, 5-8, and 9-12. Good background information including charts, diagrams, tables, and grade-appropriate lessons. Pamphlets can be purchased separately.

Williams, Roy (1987). *Children and World Development: A Resource Book for Teachers*. United Kingdom: The Richmond Publishing Co. ISBN 0-85546-041-5. UNICEF-UK, 55 Lincoln's Inn Fields, London WC2A 3NB, and the Richmond Publishing Co. Ltd., Orchard Road, Richmond Surrey TW9 4PD, United Kingdom.

The resource book provides teachers with basic information, statistical details, diagrams, case stories, photographs, and suggestions of additional resources. It aims to create in teachers and students an informed awareness of living conditions of women and children in the developing world. Seven units and an appendix address the state of the world's children, children in difficult circumstances, women and development, children and the world situation, children's rights, Africa, a case study, and children as refugees.

## Conflict Resolution and Peace

Beernink, Margaret, Robin Riddle, the International Security and Arms Control Staff, and Stanford Program on International and Cross-Cultural Education (1988). *The Anatomy of Conflict*. Stanford, CA: Stanford Program on International and Cross-Cultural Education. \$17.95. Stanford Program on International and Cross-Cultural Education (SPICE), Institute for International Studies, Littlefield Center, Room 14C, Stanford University, Stanford, CA 94305-5013, tel 800-578-1114.

This unit serves as a general introduction to conflict and its resolution/management on personal, group, and international levels for grades 7-12. Includes 10 slides.

Cowen, David, et al. (1992). *Teaching the Skills of Conflict Resolution*. Spring Valley, CA: Innerchoice Publishing. \$17.95. ISBN 1564990095. Wilmington College Peace Resource Center, Pyle Center Box 1183, Wilmington, OH 45177, tel 513-382-5338.

Students examine personal and interpersonal conflicts and proceed to school, local, and global problems. Activities (many with reproducible worksheets) involve sharing circles, skits, games, dramas, pantomimes, puppet plays, art activities, discussion, research, writing experiences, stories, and communication exercises.

Drew, Naomi (1987). *Learning the Skills of Peacemaking: An Activity Guide for Elementary Age Children on Communicating, Cooperating and Resolving Conflict*. Torrance, CA: Jalmar Press. Jalmar Press, 2675 Skypark Drive, Suite 204, Torrance, CA 90505, tel 800-662-9662.

An exceptional curriculum filled with concrete activities which allow children to learn self-awareness, sensitivity to others, mediation, compromise, and cooperative problem solving. It consists of 56 lessons which focus on each individual's personal responsibilities as well as on developing a respect for human differences, tolerance, acceptance, and cooperation.

Enloe, Walter, et al. (1993). *Birds of Peace: Building Community and Creating Peacemakers*. Minneapolis: United Nations Association of Minnesota. \$10.00 postpaid. UNA-MN, 1929 South 5th St., Minneapolis, MN 55454, tel 612-333-2824.

A peace education and human rights project started by the author when he was principal of the International School and director of the Center for Conflict Resolution in Hiroshima, Japan. Based upon the true story of Sadako Sasaki and her classmates, the foreign children living in Hiroshima began the 1,000 Crane Club in 1985. It has since been transformed into a variety of peace education and community building projects worldwide.

Kreidler, W. (1984). *Creative Conflict Resolution—More than 200 Activities for Keeping Peace in the Classroom K-6*. Glenview, IL: Scott, Foresman and Company.

# Human Rights Education Resource Guide

In the introduction, Kreidler states that the book's purpose is to help teachers and others who work with children to (1) increase their understanding of conflict and its resolution and expand their repertoire of peacemaking skills; (2) examine their behavior and attitudes to assess how they contribute to classroom conflict and its resolution; and (3) work on establishing a sense of classroom community that will not only reduce conflict but also help children respond creatively, constructively, and nonviolently to conflict—in short, to build the peaceable classroom (p.3).

Kreidler, W. (1990). *Elementary Perspectives: Teaching Concepts of Peace and Conflict*. Cambridge, MA: Educators for Social Responsibility. Educators for Social Responsibility, 23 Garden St., Cambridge, MA 02138, tel 617-492-1764.

The author presents an overview of the format of more than 80 activities presented in the book and the pedagogy of social responsibility that is reflected by these activities. The six chapters, "What is Peace?," "Peace and Community Building," "Peace and Conflict," "Peace and Diversity," "Peace and Enemies," and "Visions of Peace," provide an organizational framework for peace concepts and related activities, but they are not intended to be rigid or exclusive categories. Target grade levels (between kindergarten and grade 6) are designated for each activity, and are traditional subject areas which could include the specific activity. These activities can also be grouped and used as a separate unit. The book concludes with three valuable appendices: "Teaching Controversial Issues to Elementary Children," "Children's Books with Peace-Related Themes," and "Curricula and Other Resources for Teachers."

Loescher, Elizabeth (1990). *Conflict Management: A Middle School Curriculum*. Denver: The Conflict Center. \$20.00. Wilmington College Peace Resource Center, Pyle Center Box 1183, Wilmington, OH 45177, tel 513-382-5338.

Twelve lessons tested in urban schools help the teacher and students learn their conflict styles, strategies for win-win outcomes, and processes that solve conflict. In addition, the lessons show how to build relationships, how to fight fair, and violence prevention skills that work. Reproducible student handouts are included.

Reardon, Betty A., ed. (1988). *Educating for Global Responsibility: Teacher Designed Curricula for Peace Education, K-12*. New York: Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.

Contains a wealth of instructional material created by teachers and used in classroom situations. Thirty-five curriculum samples, grouped according to grade level, cover a wide variety of topics and subject areas, but all aim at envisioning the possibility of a peaceful world through the education of young people. Elementary and secondary school teachers, curriculum specialists, social studies supervisors, and school librarians will find this volume essential to their peace education program planning and study.

*The Fourth R*

Schilling, Dianne (1993). *Getting Along: Activities for Teaching Cooperation, Responsibility and Respect*. Spring Valley, CA: Innerchoice Publishing. \$14.95. Wilmington College Peace Resource Center, Pyle Center Box 1183, Wilmington, OH 45177, tel 513-382-5338.

Sixty-five easy-to-use activities, including discussions, role plays, games, simulations, and worksheets. Activities address seven topic areas: "Appreciating Differences," "Communicating Effectively," "Developing Friendship Skills," "Helping and Being Helped," "Including Others," "Resolving Conflicts," and "Working Together." For grades 5-9.

Sorenson, Mary Eileen (1993). *U.N. Peace Action Plan: Cambodia, A Case Study*. Minneapolis: United Nations Association of Minnesota. \$14.95. UNA-MN, 1929 South 5th Street, Minneapolis, MN 55454, tel 612-333-2824.

A series of lessons that first focus on the role of a peacemaker, arbitrator, or third party in personal, community, and national issues. The heart of the module is the Cambodia Peace Plan of the United Nations. Activities include a study of the Secretary-General's Agenda for Peace, roleplaying the keyplayers in Cambodia's recent past and present, a gathering of the key players in resolving current challenges to the Peace Plan, and the application of the principle of the Peace Action Plan to student's own school, neighborhood, and community. It incorporates materials and the history chart from lessons in *Parallel Histories: United States and Vietnam* (Mary Eileen Sorenson, 1988), which is no longer available.

Stanford Program on International and Cross-Cultural Education (1991). *Heelotia: A Cross-Cultural Simulation*. Stanford, CA: Stanford Program on International and Cross-Cultural Education. \$9.95. Stanford Program on International and Cross-Cultural Education (SPICE), Institute for International Studies, Littlefield Center, Room 14C, Stanford University, Stanford, CA 94305-5013, tel 800-578-1114.

In this simulated cultural exchange, students are divided into two "cultures" to gain first-hand experience in the formulation of stereotypes, perceptions, and misperceptions. Easy text for exploring cultures in one's local community as well as in other parts of the world. This revised edition includes improved teacher and student instructions and all necessary game pieces.

Vos Wezeman, Phyllis (1990). *Peacemaking Creatively Through the Arts: A Handbook of Educational Activities and Experiences for Children*. Prescott, AZ: Educational Ministries, Inc. Educational Ministries, Inc., 165 Plaza Drive, Prescott, AZ 86303-5549.

The resource is a handbook of creative activities and exercises to enable children to explore and experience nine peacemaking themes with activities and art forms. The activities are intended for use with children grades 1-6; however, they can be easily adapted for use with any age group. The activities are designed to involve

11 - Summer 1994

# Human Rights Education Resource Guide

the student as an active participant. An extensive annotated bibliography is included.

## Death Penalty, Torture, and Other Human Rights Abuses

Amnesty International USA (1985). *Torture by Governments*. San Francisco: Amnesty International. Amnesty International, 500 Sansome E. St., #615, San Francisco, CA 94118, tel 415-291-9233.

The curriculum presents issues related to political rights and torture through poetry, prose, and art work of those who have endured it. The curriculum consist of readings and related research, action activities, and discussion questions. Because the material is very serious, explicit, and highly sensitive, teachers must judge the appropriateness in terms of their students. This material may be used in a number of different disciplines.

Amnesty International USA (1991). *The Death Penalty and Juvenile Offenders*. New York: Amnesty International Publications. \$6.00. Amnesty International Publications, 322 8th Ave., New York, NY 10001, tel 212-807-8400, fax 212-463-9193.

The issue details the history, laws, and practice regarding the execution of juvenile offenders in the U.S. Cases of 23 juveniles sentenced to death are described as well as the influences of physical and sexual abuse and drug and alcohol addiction. This publication is also available in Spanish.

Amnesty International (1989). *When the State Kills ... The Death Penalty: A Human Rights Issue*. New York: Amnesty International Publications. \$10.00. ISBN 0-939994-45-3. Amnesty International Publications, 322 8th Ave., New York, NY 10001, tel 212-807-8400, fax 212-463-9193.

An extensive international study of the death penalty. Contains two chronicles of the international abolition movement with detailed country entries that document worldwide legislation and practice of the death penalty from 1985-88. This study is also available in Spanish and Arabic.

Prejean, Helen, C.S.J. (1993). *Dead Man Walking*. New York: Random House. \$21.00. ISBN 0-679-40358-2. Tel 212-572-2710.

Sister Helen Prejean is a Roman Catholic nun who counsels both death row inmates convicted of hideous crimes and the families of their victims. The book is Sister Helen's gripping firsthand testimony—an intensely candid meditation that puts a human face on this complex ethical issue. It is addressed to those millions for whom the issue of capital punishment remains unclear.

Radelet, Michael L., Hugo Adam Bedau, and Constance E. Putnam (1992). *In Spite of Innocence*. Boston: Northeastern University Press. \$29.00. ISBN 1-55553-142-3. Tel 617-373-5481.

12 - Summer 1994

Few errors made by society can compare with the horror of executing a person wrongly convicted of a crime. This sobering book, which includes an expanded preface, tells the personal stories of more than 400 innocent Americans convicted of capital crimes. Some individuals were actually executed; most suffered years of incarceration, many on death row.

## Development, Economic Justice, Food, and Health

Aeschilman, Gordon, and Tony Campolo (1992). *50 Ways You Can Feed a Hungry World*. Sussex: Kingsway Publications Ltd. 6 pounds. ISBN 0-85476-297-3. Kingsway Publications Ltd., Lottbridge Drive, Eastbourne, E Sussex BN23 6NT, United Kingdom.

This book is aimed at youth groups and briefly suggests 50 ways to help at local and international levels. Suggestions are practical and diverse. They include lifestyle changes, group activities, and career choices. Videos, books, and organizations are also listed.

McCuen, Gary (1986). *World Hunger and Social Justice*. Hudson, WI: GEM Publications Inc. \$12.95.

A textbook reviewing the crisis in world hunger in terms of economic variables and foreign relations and focusing on a new world order. Activities and discussion questions are suggested for reasoning and skill development.

Otero, George, and Gary Smith (1989). *Teaching about Food and Hunger*. Denver: Center for Teaching International Relations. Center for Teaching International Relations, University of Denver, 2201 South Gaylord St., Denver, CO 80208, tel 303-871-3106, fax 303-871-2906.

The volume contains a wide variety of supplementary teaching activities designed to complement existing curricula related to food and hunger issues. There are activities to help teach about food production and distribution, nutrition, food shortages, food habits, meal planning, and other topics currently being dealt with in junior and senior high schools as well as in community groups. Some activities are discussion starters, some present factual data, some focus on critical thinking skills, and some are simulations.

Rubin, Laurie (1984). *Food First Curriculum*. San Francisco: Institute for Food and Development Policy. \$12. Institute for Food and Development Policy, 145 9th St., San Francisco, CA 94103, tel 415-864-8555.

Tailored for the 6th grade with modifications for 4th-5th and 7th-8th. Deals with issues of world hunger and food distribution.

UNICEF-UK (1992). *We Are What We Eat!—But Who Controls Our Choice?* London: UNICEF-UK. 4.95 pounds. ISBN 1-

The Fourth R

# Human Rights Education Resource Guide

871440-00-9. UNICEF-UK, Lincoln's Inn Fields, London WC2A 3NB, United Kingdom.

This teacher's book is an active learning project on food and nutrition for primary-aged students. It is designed to raise awareness about all the issues attached to food supply. Shows ranges of choice and causes of a reduced choice of food. The project moves from a personal look at food to a global view. Each unit contains teaching aims.

van Buren, Carla (1981). *Children Hungering for Justice*. Denver: Center for Teaching International Relations. Center for Teaching International Relations, University of Denver, 2201 South Gaylord St., Denver, CO 80208, tel 303-871-3106, fax 303-871-2906.

See abstract under "Children."

Williams, Sonia (1987). *Exploding the Hunger Myths*. San Francisco: Institute for Food and Development Policy. \$15.00 Institute for Food and Development Policy, 145-9th St., San Francisco, CA 94103, tel 415-864-8555.

This curriculum provides materials very useful to exploring the right to food and the social responsibility of citizens to work to fulfill it. It also offers an excellent basis for studying issues that constitute obstacles to human rights such as poverty, scarcity, Sedinology, and aspects of the global resource distribution system.

## Environment

Baines, Liz (1992). *La Compote Verte!* UK: Panda House. ISBN 0-947613-40-4. WWF United Kingdom, Panda House, Weyside Park, Catteshall Lane, Godalming, Surrey GU7 1XR, United Kingdom, tel 0483-426444.

The teaching pack combines learning French with environmental issues. It contains detailed teaching notes and English discussion materials for pupils and 28 reproducible student sheets. The work is aimed to include group work, using written, spoken, and visual skills. Examples from various French speaking countries are used and cover the themes of migration, endangered species, and forests.

Caduto, Michael J., and Joseph Bruchac (1988). *Keepers of the Earth: Native American Stories and Environmental Activities for Children*. With teacher's guide. Golden, CO: Fulcrum, Inc.

See abstract under "Indigenous Peoples."

Development Education Centre (Birmingham), DEC (S Yorks), and UNICEF-UK (1992). *It's Our World Too*. 7.95 pounds. ISBN 0-948838-24-8. DEC (Birmingham), Gillett Centre, 998 Bristol Road, Selly Oak, Birmingham B29 6LE, United Kingdom.

A local-global approach to environmental education.

Jarvis, Heather (1989). *Clean Water—A Right for All*. London: UNICEF-UK. ISBN 1-871440-01-7. UNICEF-UK, 55 Lincoln's Inn Fields, London WC2A 3NB, United Kingdom.

This teacher's book is designed with active project work for 8- to 13-year-olds in a school setting. There is an emphasis on group work. Children are encouraged to discover and understand the place and importance of water in their lives as well as for people in developing countries. There are clear photostet guidelines and a large number of reproducible student worksheets, games, and stories. A photostet of photographs is included.

One World Group of Broadcasters/North-South Centre (1992). *Making One World: An Education Pack on Development and Environment*. Lisbon: North-South Centre. North-South Centre, Avenida da Liberdade. 229-4 o, P-12—Lisbon, Portugal, tel 351-1-52 29 03, fax 351-1-53 13 29.

This pack contains 44 activity sheets, eight color posters, and a 12-page teacher's booklet. Also available is an accompanying video. The combined resources attempt to show that problems of environment and development are two sides of the same coin. The activity sheets present issues and develop new perspectives and provides ideas for action.

World Wide Fund For Nature (WWF UK) (1992). *My World*. United Kingdom: Panda House. ISBN 0-947613-420. WWF UK, Panda House, Weyside Park, Catteshall Lane, Godalming, Surrey GU7 1XR, United Kingdom, tel 0483-426444.

This resource pack contains one teacher's book and nine 16-page supplements. Designed for primary teachers, it offers advice and guidance to help teachers deliver environmental education. Teacher's book contains suggestions on how to use the pack and 20 reproducible worksheets.

## Ethnic, Linguistic, and Religious Minorities

Adams, Clayton, et al. (1985: 1 and 2; 1986: 3). *Teaching about the Holocaust and Genocide: Introduction (1); Teaching about the Holocaust (2); and Case Studies: Persecution/Genocide (3)*. New York: State Education Department. State Education Department, Education Building, Albany, NY 12234.

These three volumes serve as useful formal and informal education guides for teachers in secondary education. Although the emphasis lies on the Nazi Holocaust and other genocides, the series is intended to be a general introduction to human rights. The first volume examines the socio-psychological causes as well as the historical precursors of the Nazi genocide, the second focuses on the anti-Semitism in the Third Reich and the Holocaust. The third volume concentrates on two case studies: human rights vio-

# Human Rights Education Resource Guide

lations and the forced famine in the Ukraine in 1933 and the killing in Cambodia 1975-79. Each volume includes a variety of materials such as original documents, photos, maps, and handouts.

Gerlach, Lynne, and Nikki van der Gaag (1985). *Profile on Prejudice*. London: Minority Rights Group. 5 pounds. ISBN 946690-28-6. MRG, 29 Craven Street, London WC2N 5NT, United Kingdom.

This teachers' handbook contains activities which examine the links among language, image, power, and prejudice, and encourages students to evaluate information through practical and intellectual involvement. The eight-page student-use profiles provide a range of primary source material about each topic of travellers in several places worldwide.

Hicks, David W. (1981). *Minorities: A Teacher's Resource Book for the Multi-Ethnic Curriculum*. Oxford: Heinemann Educational Books. 16.95 pounds. ISBN 0-435-80416-2. Heinemann Educational Books, Halley Court, Jordan Hill, Oxford OX2 8EJ, United Kingdom.

This resource book contains various materials and practical suggestions for teaching of majority/minority issues. Part one explores more general questions (e.g., characteristic features of minorities). Part two focuses on three case studies (e.g., Australian Aborigines), discusses possibilities and requirements of a multi-ethnic curriculum, and suggests several experimental learning activities in the classroom. Part three proposes criteria to evaluate teaching materials and describes some current teaching projects. The book includes an index and extensive bibliography. Very useful for both formal and informal education.

Hillier, Stella, and Lynne Gerlach (1987). *Whose Paradise? Tea and the Plantation Tamils of Sri Lanka*. London: Minority Rights Group. 7 pounds. ISBN 09466-90-50-2. Minority Rights Group, 29 Crave St., London WC2N 5NT, United Kingdom.

The book is especially designed for teachers working with children in the primary/lower secondary age range. It uses three themes: "On the Move," "Everyday Life," and "Tea," to examine the lives and problems of minority Tamils in Sri Lanka, including issues of citizenship, exploitation, identity, and civil war. It contains practical material for teaching, stories, games, festivals, as well as information and resources for follow-up work.

Niedergang, Mark, and Martha McCoy (1994). *Can't We All Just Get Along?: A Manual for Discussion Programs on Racism and Race Relations*. Pomfret, CT: Study Circles Resource Center, Topsfield Foundation Inc. Study Circles Resource Center, P.O. Box 203, Pomfret, CT 06258, tel 203-928-2616.

This manual offers a means to engage the members of your community or organization in dialogue on racism and tensions

among racial and ethnic groups. It provides core materials for five discussion sessions and general information on the study circle process.

Parsons, William, and Margaret Stern Strom (1982). *Facing History and Ourselves: Holocaust and Human Behavior*. Brookline, MA: Facing History and Ourselves. \$19.95. Facing History and Ourselves, 16 Hurd St., Brookline, MA, 02146, tel 617-232-1595, fax 617-232-0281.

Examines the nature of prejudice and its role in the development of policy on discrimination and genocide in Nazi Germany and the Ottoman-Turk Empire against Armenians, among others. This publication shows the relationship of genocide to patterns of historical and contemporary human behavior. It contains many instructional activities and materials and includes a rationale for the study of these topics in the school curriculum.

Parsons, William, and Sam Totten (February 1991). "Teaching About Genocide" theme issue in *Social Education*, vol. 55, no. 2. National Council for the Social Studies, 3501 Newark St. NW, Washington, DC 20016, tel 202-966-7840.

This special section examines ways of teaching about genocide and provides discussion topics and activities. It includes a rationale, teaching units, and expert articles on teaching about genocide in the twentieth century.

Teaching Tolerance (Spring 1992). *Teaching Tolerance: Civil Rights Kit*. Montgomery, AL: Southern Poverty Law Center. One per school is available free upon written request of the principal. Teaching Tolerance, Southern Poverty Law Center, 400 Washington Ave., Montgomery, AL 36104.

*America's Civil Rights Movement*, a video-and-text kit designed for grades 5 and above, combines dramatic film footage in the 38-minute videotape *A Time for Justice*, an illustrated text entitled *Free at Last: A History of the Civil Rights Movement and Those Who Died in the Struggle*, and an easy-to-use teacher's guide.

United States Holocaust Memorial Museum (1993). *Guidelines for Teaching About the Holocaust*. Washington, DC: United States Holocaust Memorial Museum. United States Holocaust Memorial Museum, Education Department, 100 Raoul Wallenberg Place SW, Washington, DC 20024-2150, tel 202-488-0400, fax 202-488-2690.

The U.S. Holocaust Memorial Museum offers a wide range of educational materials including artifact poster sets, guidelines for teaching the Holocaust, Daniel's Story videocassette and lesson plans, Days of Remembrance lesson plans, a videography, bibliography, and focus pamphlets on a variety of topics.

A World of Difference (1994). *A World of Difference*. New York: The Anti-Defamation League. Anti-Defamation League, 823 United Nations Plaza, New York, NY 10017, tel 212-490-2529, fax 212-490-0187.

# Human Rights Education Resource Guide

A World of Difference is an unprecedented community and school-based educational program designed to promote respect for and appreciation of racial, religious, and ethnic differences. The project was originated in 1985 by the New England Regional Office of the Anti-Defamation League of B'nai B'rith. The campaign is a combination of specially produced television programming throughout the year, foundation support seminars and specialized materials for teachers, community-based projects and activities, newspaper materials, billboards, posters, and more.

## Gays and Lesbians

Amnesty International Human Rights Educators' Network and Amnesty International Members for Lesbian and Gay Concerns (1994). *Breaking the Classroom Silence*. Chicago: AI-USA, 53 West Jackson, Room 1162, Chicago, IL 60604, tel 312-427-2060.

This curriculum for teachers of high school students and adults contains six lessons which explore gay and lesbian issues in the context of broader human rights issues. Also included: resources for gay and lesbian youth, extensive bibliography, Universal Declaration of Human Rights (official and children's version).

*A Guide to Leading Introductory Workshops on Homophobia* (1990). Cambridge: The Campaign to End Homophobia. \$12.00. The Campaign to End Homophobia, P.O. Box 819, Cambridge, MA 02139, tel 617-868-8280.

Written for a facilitator with little experience. Excellent activities.

*Homophobia: Discrimination Based on Sexual Orientation* (1989). Los Angeles: Gay and Lesbian Alliance Against Defamation. Gay and Lesbian Alliance Against Defamation/LA, P.O. Box 741346 Los Angeles, CA 90004.

Excellent curriculum used in Los Angeles Unified School District, modeled after the World of Difference Program.

Hunter, Nan, et al. (1992). *The Rights of Lesbians and Gay Men*. Carbondale: Southern Illinois University. ISBN 0-80931-634-X. Tel 618-453-6633.

The book provides an overview of legal doctrine to assist people in asserting their rights provided by law. It is written for people facing discrimination or legal uncertainty in criminal matters, security clearances, and AIDS and HIV infection.

NYC Board of Education (1989). *Multicultural Education Curriculum: Learning Activities for 7th & 8th Grade Social Studies Classes*. New York: NYC Board of Education, Office for the Lesbian and Gay Community, 52 Chambers St., Rm. 311, New York, NY, 10007, tel 212-566-7385.

Nine units for 7th & 8th grade that can be used in other classes.

*Opening Doors to Understanding and Acceptance*. Compiled by Kathy Obear. Cambridge: The Campaign to End Homophobia. \$12.00. The Campaign to End Homophobia, P.O. Box 819, Cambridge, MA, 02139, tel 617-868-8280.

Lesson plans for workshops to combat homophobia, for the more experienced workshop leader. Contains a wide variety of activities.

*The Philadelphia Inquirer* (December 15, 1986). "Prejudice and Pride." Philadelphia: *The Philadelphia Inquirer*, Educational Supplement.

Worksheets and information, looks at how differences in race, sex, sexual orientation, age, or disability can make people feel pride or prejudice.

Reynolds, Susan, Gary Remafedi, John Yoakman, and Kevin Cwayna (1991). *Surviving AIDS: Simple Answers to Complex Questions about AIDS and Adolescent Homosexuality*. Minneapolis: University of Minnesota Youth AIDS Project. \$5.00. Adolescent Health Program, Box 721, UMHC, Harvard Street at East River Road, Minneapolis, MN 55455, tel 612-627-6820.

The manual uses a question and answer format to discuss "Adolescents and AIDS," "Homosexuality," "Gay, Lesbian, and Bisexual Adolescents," "Intervention Strategies," and "AIDS Prevention for Gay Teenagers." This publication includes appendices on resources, suggested books, and facts about AIDS and gay youth.

Thompson, Cooper (1985). *As Boys Become Men: Learning New Male Roles*. New York: Irvington Pub. \$12.00. The Campaign to End Homophobia, P.O. Box 819, Cambridge, MA, 02139, tel 617-868-8280.

Learning activities to explore male role stereotypes for high schools and other programs working with youth.

Thompson, Cooper (1988). *Mutual Caring, Mutual Sharing*. Dover, NH: The Clinic. \$12.00. The Clinic, P.O. Box 791, Dover, NH 03820, tel 603-749-2346.

Sixteen units integrating a wide scope of topics into sexuality education programs for adolescents. Very little on homosexuality. Sex ed., rather than denial, is supported.

## Indigenous Peoples

A-Gay-Yah (1992). *A Gender Equity Curriculum for Grades 6-12*. Tahlequah, Oklahoma: American Indian Resource Center. WEEA Publishing Center, 55 Chapel St., Newton, MA 02160.

Classroom activities and teaching lessons exploring gender roles, stereotyping, prejudice, and their impact on today's society. Focuses on various Native American Tribes.

# Human Rights Education Resource Guide

Barreiro, Jose, and Carol Cornelius, eds. (1992). *Knowledge of the Elders: The Iroquois Condolence Cane Tradition*. Ithaca, NY: Cornell American Indian Program, 300 Caldwell Hall, Cornell University, Ithaca, NY 14853, tel 607-255-6587.

Curriculum booklet for 11th grades, focusing on the power of the living oral tradition.

Caduto, J. Michael, and Joseph Bruchac (1988). *Keepers of the Earth: Native American Stories and Environmental Activities for Children*. Golden Colorado: Flucrum, Inc. \$19.95. ISBN 1-55591-027-0. *Keepers of the Earth Teacher Guide*. ISBN 1-55591-040-8. \$9.95.

The book features a collection of North American Indian stories and related hands-on activities designed to inspire children. The emphasis is on an interdisciplinary approach to teaching about earth and Native American cultures.

Canadian Alliance in Solidarity with Native Peoples (1988). *All My Relations: Sharing Native Values Through the Arts*. Toronto, Ontario: Canadian Alliance. Canadian Alliance in Solidarity with Native Peoples, P.O. Box 574, Station P, Toronto, Ontario, WT55 2T1 Canada.

They also publish a bibliography of books by and about native peoples.

Carlson, Richard G., ed. (1987). *Rooted Like the Ash Trees: New England Indians and the Land*. Naugatuck, Canada: Eagle Wing Press.

Writings by members of New England tribes show their continued survival (despite rumors of their demise) and how they flourish on their land. Contains legends, crafts, recipes, and research on present-day land struggles valuable for classroom use.

Deloria, V., Jr., and C.M. Lytle (1984). *American Indian, American Justice*. Austin: University of Texas Press. ISBN 0-29273-833-1, 0-29273-834-X.

Good contemporary source on native peoples' rights.

Harvey, Karen D., et al. (1990). *Teaching About Native Americans*. Bulletin No. 84. Washington, DC: National Council for the Social Studies.

A myriad of teaching units with lists of other sources for use in the classroom.

Heinrich, June Sark (1977). "Native Americans: What Not to Teach," in *Unlearning Indian Stereotypes*. NY: Council on Interracial Books for Children. Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023.

Hirschfelder, Arlene A. (1982). *American Indian Stereotypes in the World of Children: A Reader and Bibliography*. Metuchen, NY: Scarecrow Press, tel 800-537-7107.

The book has been created to show that a child's world is saturated with hundreds of images of savage, noble, lazy, or nonhuman Indians that obscure, misrepresent, and render trivial the rich cultures and histories of Native Americans. Intended for early childhood, elementary, and secondary educators and the general public, the publication contains carefully selected articles that spell out the attitudes of children about Indians, explain the emergence of the Plains Indian stereotype, scrutinize in detail the images of Indians in children's stories and textbooks, analyze toy Indian imagery, describe the misuse of Native American religion and customs, and report on sports teams with Indian names and derogatory mascots.

Jaimes, Annette M., ed. (1992). *The State of Native America: Genocide, Colonization, and Resistance*. Boston: South End Press. ISBN 0-89608-424-8. South End Press, 300 Puritan Ctr. Pkwy., P.O. Box 7816, Edison NJ 08818, tel 201-225-1900.

Essays by American Indians examine treaty, land, fishing, and religious rights; self-governance; identity; and the Leonard Peltier case.

Lowery, June (1985). *A Guide to American Indian Resource Material for Classroom Instruction*. Philadelphia: Indian Rights Association. Indian Rights Association, 1505 Race St., Philadelphia, PA 19102.

MacGregor, Jean, ed. (1992). *The Columbus Quincentennial: Sourcebook*. Olympia, WA: Evergreen State College.

A bibliography of materials and resource people for teaching about the impact of the European invasion on the native peoples of the Americas. Several introductory essays.

Resource Center of the Americas (1993). *Rigoberta Menchu: The Prize that Broke the Silence*. Minneapolis: Resource Center of the Americas. \$7.00. Resource Center of the Americas, 317 - 17th Avenue Southeast, Minneapolis, MN 55414-2077, tel 612-627-9445.

This activity-based resource packet for grades 7–adult is an exciting new multicultural curriculum packet honors indigenous Guatemalan leader Rigoberta Menchu Tum. Designed for social studies classes, Spanish language classes, and adult study groups, this 32-page resource utilizes photographs, journaling, maps, background information on Guatemala, group discussion, and decision-making to examine relationships between indigenous peoples of the Western Hemisphere. Activities center on themes common to people in Guatemala and the United States, including human rights, shared leadership, toxic substances, conflict resolution, and "thinking globally." Available in Spanish and English.

*Rethinking Schools* (1991). Milwaukee. \$10.00. ISBN 0-942961-14-5. 1001 East Keef, Milwaukee, WI 53212, tel 414-964-9646.

This special issue on the Quincentenary, "Rethinking Columbus," critically examines traditional teachings on the European

# Human Rights Education Resource Guide

conquest. It includes book reviews on Columbus, essays by native and African Americans on Columbus's legacy, an annotated bibliography, and more.

"The Rights of Indigenous Peoples" in *Human Rights Education: The Fourth R* (Spring 1992). Chicago: AI USA Educators' Network, 53 West Jackson Blvd., Chicago, IL 60604-3606, tel 312-427-2060.

This issue of *The Fourth R* coincided with the beginning of the Amnesty International (AI) campaign for "Indigenous Peoples in the Americas." Articles address the historical context and importance of land and water rights, the range of AI concerns and activities about indigenous peoples, and culturally sensitive education of indigenous peoples in Canada. It includes information on the film "The Mission," violations of indigenous rights in Ecuador, a learning activity for grades 7-12 on "Investigating the Rights of Indigenous Peoples," and a comprehensive bibliography prepared by the AI-USA Task Force on Indigenous Peoples.

Robinson, Barbara (1988). *Native American Sourcebook: A Teacher's Resource on New England Native Peoples*. Concord, NH: Concord Museum.

Although this book—actually a looseleaf binder—covers New England, it provides an excellent model for teaching history and contemporary issues. The lessons are easy to use, complete, and many of the handouts are suitable for use anywhere in the country.

Seale, Doris, and Beverly Slapin, eds. (1991). *Through Indian Eyes, The Native Experience in Books for Children*. Berkeley: Oyate. \$24.95. Oyate, 2702 Mathews Street Berkeley, CA 94702, tel 510-848-6700.

An excellent resource for elementary classroom teachers and librarians. The first half of the book is filled with articles, stories, and poetry. In the second half are in-depth reviews of books dealing with Native Americans. The final section includes one of the best bibliographies of books on Native Americans for children.

Taylor, Drew Hayden (1990). *Toronto at Dreamer's Rock: Education is our Right*. Saskatoon: Fifth House. ISBN 09200796-44.

A Dickens-like drama with spirits of education past, present, and future showing the Minister of Indian Affairs his errors.

## Refugees

Catholic Consortium on Refugee Awareness Education (1990). *Flight to Hope: A Catholic Refugee Awareness Project*. \$10. New York: Catholic Consortium. Catholic Consortium, c/o ICCB, 323 E. 47th St., New York, NY 10017.

This material includes eight lesson plans which incorporate a holistic approach to teaching about refugees, including clever games and activities which encourage the child to take the perspective of

the refugee child and closely examine governmental attitudes toward the issue. The approach has a religious bent and biblical teachings are offered as supplemental to the curriculum. There is an informative section specifically for teacher training and sensitization to the topic. Adaptable to secular settings.

Craig, Ann Armstrong (1994). *The Refugee Experience: A Teaching Guide*. New York: Women's Commission for Refugee Woman and Children, 122 E. 42nd St., 12th Floor, New York, NY 10168-1289, tel 212-551-3086, fax 212-689-3459.

This excellent resource seeks to engage students in learning about the experience of refugees and human rights, and to enhance their education through experiential learning. The packet contains three items: a text of student readings, maps, and activities; a teaching guide; and a 10-minute video.

Donahue, David, and Nancy Flowers (1994). *Uprooted, Refugees and the United States*. Alameda: Hunter House Inc. Publishers, Box 2914, Alameda, CA, 94501-0914, tel 510-865-5282, fax 510-865-4295.

Most U.S. residents cannot distinguish between a refugee and an immigrant. Through classroom activities for many subject areas (U.S. history, government, world history, geography, English, and art), this resource curriculum teaches the history of refugees in the U.S., international legal standards and practices, and current refugee issues. The final chapter leads students to investigate their own towns and encourages community service. The appendices contain useful bibliographies and filmographies, a directory of refugee organizations, and the text of international instruments.

Kismaraic, Carole (1989). *Forced Out: The Agony of the Refugee in Out Time*. New York: Human Rights Watch and J.M. Kaplan Fund in Association with William Morrow & Co., W. W. Norton & Co., Penguin Books Ltd., and Random House, Inc. ISBN 0679723471.

An extraordinary collection of photographs, essays, and factual information that movingly conveys the global refugee crisis.

Martin, Susan Forbes (1992). *Refugee Women*. Atlantic Highlands, NJ: Zed Books. Zed Books, 165 1st Ave., Atlantic Highlands, NJ 07716.

This useful book provides an overview of the situation and needs of refugee women and children and stresses the importance of women's participation in the design and implementation of assistance programs.

Morrison, Joan, and Charlotte Fox Zabusky, eds. (1993). *American Mosaic: The Immigrant Experience in the Words of Those Who Lived It*. Pittsburgh: University of Pittsburgh Press. ISBN 0822954885.

This resource provides an extensive collection of narratives from immigrants who span the century and the globe.

# Human Rights Education Resource Guide

Nelson Thibaut, Amy (1992). *The Chinese Immigrant Experience: A Simulation*. Denver: Center for Teaching International Relations. Center for Teaching International Relations, University of Denver, 2201 South Gaylord St., Denver, CO 80208, tel 303-871-3106, fax 303-871-2906.

This simulation was designed so students could experience some of the legal and social setbacks that many immigrants encounter as they enter this country.

Nunez, Rucia (1993). *Why Do People Move?: Migration from Latin America*. Stanford, CA: Stanford Program on International and Cross-Cultural Education. Stanford Program on International and Cross-Cultural Education, Institute for International Studies, Littlefield Center, Room 14C, Stanford University, Stanford, CA 94305-5013, tel 800-578-1114.

This unit of interactive activities for middle school students examines the concept of migration through Latin American case studies. Poetry, music, drawings, and personal testimony convey the flight of political refugees and the quest for economic opportunities.

Rutter, Jill (1991). *We Left Because We Had To*. London: The Refugee Council. 5 pounds. ISBN 0-946787-04-2. The Refugee Council, 3 Bondway, London SW8 1SJ, United Kingdom.

A beautifully presented resource curriculum for secondary schools that provides an overview of refugee issues, historical context, and special focus on regions of great refugee concentrations and the events that caused them. Although one chapter is specific to refugee policies and services in the United Kingdom, the book is otherwise entirely adaptable for general use. Activities are innovative and accessible to a number of subject areas.

## Women

Albrecht, Lisa, and Rose M. Brewer, eds. (1990). *Bridges of Power: Women's Multicultural Alliances*. Philadelphia: New Society Publishers. Conference Coordinator, Mount Holyoke College, Office of the President, South Hadley, MA 01075-1496, tel 413-538-2500.

A collection of stories about building women's alliances, including the welfare rights movement, to an informal group of Black women writers and filmmakers. Insight into the race, class, and gender issues which impact women's participation in alliances and women's groups. A constant theme of this publication is leadership roles for women within women's own cultural communities and families. It also documents how women are organizing alliances for change across international borders. The active role of feminists in Hong Kong and Peru are included in the text, along with excerpts from lectures about women's leadership within the Native American and African American communities.

Amnesty International (1991). *Working for Freedom: A Human Rights Education Pack*. London: AI British Section. ISBN 873328060. Amnesty International USA, 53 W. Jackson Blvd., #1162, Chicago, IL 60604.

The rights of women and young girls is a complicated and lengthy topic, embracing all aspects of life. This education pack seeks to act as an introduction to some basic issues that can be taken up through the many publications that have been produced for schools.

Hill Gross, Susan, and Mary Hill Rojas (1990). *Contemporary Issues for Women in Africa South of the Sahara; Contemporary Issues for Women in Latin America; and Contemporary Issues for Women in South Asia*. St. Paul: The Upper Midwest Women's History Center. Manual with handouts and slide presentation, \$85.00. Manual with handouts only, \$35.00. The Upper Midwest Women's History Center, c/o Hamline University, C-1924, 1536 Hewitt Avenue, St. Paul, MN 55104-1284, tel 612-644-1727, fax 612-926-2958.

Three separate instructional units on Africa South of the Sahara, Latin America, and South Asia for secondary to adult students. Themes of women and family, work, life stages, health, education, and empowerment are investigated. Readings, statistics, and participatory exercises. Copyright permission allows instructors to photocopy handouts.

Hill Gross, Susan, and Mary Hill Rojas (1992). *Meeting the Third World Through Women's Perspectives: Contemporary Women in South Asia, Africa, and Latin America*. St. Paul: The Upper Midwest Women's History Center. Manual with handouts and slide presentation, \$45.00. Manual with handouts only, \$30.00. See previous address.

Emphasizing geography, the exercises and readings in this global education unit introduce high school students to the Third World by focusing on the perspectives of women. Students consider how to define family and work, read about the everyday lives of Third World women, and consider how change is brought about by programs that benefit—and are often organized by—Third World women. Glossary, outline maps, and selected bibliographies are included. Copyright permission allows instructors to photocopy handouts.

Hill Gross, Susan, and Mary Hill Rojas (1993). *Third World Women, Family, Work, and Empowerment; Contemporary Women in South Asia, Africa, and Latin America*. St. Paul: The Upper Midwest Women's History Center. Manual with handouts, 2 slide presentations, and VHS video cassette presentation with guide, \$95.00. Manual with handouts only, \$35.00. See previous address.

Meant to introduce undergraduates, educators, and general audiences to the contemporary concerns of women in the Third World and their contributions to the welfare of their families and their

# Human Rights Education Resource Guide

countries' development. Instructions, participant exercises, readings, selected bibliographies, and glossary. Copyright permission allows instructors to photocopy handouts for students.

Kerr, Joanna (1993). *Ours by Rights—Women's Rights as Human Rights*. London: Zed Books. North-South Institute, Zed Books, London, 57 Caledonian Rd., London NI 9BV, United Kingdom, and 165 1st Ave., Atlantic Highlands, NJ 07716.

The book presents the views of women who are leading the struggle for gender equality in their own countries. It provides insights into the reality of women's oppression and their battles to change their lives. It explores current approaches to advancing the rights of women and outlines the tasks ahead, including lobbying policy makers, legal reform, and altering social attitudes.

Tomasevski, Katarina (1991). *Women and Human Rights*. London: Zed Books. Zed Books, London, 57 Caledonian Rd., London, NI 9BV, United Kingdom, and 165 1st Ave., Atlantic Highlands, NJ 07716.

The book describes the lack of adequate attention to the rights of women, encompassing everything from political participation to freedom from torture and from free and responsible parenthood to property. It also outlines what has been done so far to articulate and define women's rights, in particular the Convention on the Elimination of Discrimination Against Women, and the lack of adequate response to violations at national and international levels. It draws attention to categories of women who are most at risk, including women refugees, the disabled, indigenous women, and women in prison. The book concludes with proposals for a plan of action, involving educating women as to their rights, community-level mobilization, and international networking and litigation.

Upper Midwest Women's History Center (1993). *How to Do It Manual: Teaching About Women in Contemporary Africa, Asia, and Latin America*. St. Paul: The Upper Midwest Women's History Center. \$25.00. The Upper Midwest Women's History Center, c/o Hamline University, C-1924, 1536 Hewitt Avenue, St. Paul, MN 55104-1284, tel 612-644-1727, fax 612-926-2958.

"How do I teach respect for other cultures and still discuss customs and conditions that have a negative impact on girls and women?" This question is central to teaching about women and development. Students investigate this and other concerns through reading and exercises in the manual. Practical suggestions are given on how to integrate women and development issues into educational programs at the secondary, university, and community levels. Manual includes lesson objectives, directions for the instructor or workshop facilitator, student exercises, readings, selected bibliographies, and a list of organizations with additional resources.

Wall Bingham, Marjorie (1990). *Women and the Constitution*. St. Paul: The Upper Midwest Women's History Center. \$14.95. The

Upper Midwest Women's History Center, c/o Hamline University, C-1924, 1536 Hewitt Avenue, St. Paul, MN 55104-1284, tel 612-644-1727, fax 612-926-2958.

Written under the aegis of the Carter Center of Emory University, the book focuses on the historical role of women and the law from the Pre-Colonial era to the present. The Declaration of Independence: were women included? The U.S. Constitution's 13th, 14th, 15th, and 19th Amendments are especially examined. Chapter topics include women's participation in the anti-slavery movement, the suffrage movement, the three branches of government, the civil rights movement, and the ERA. Plus a look towards the twenty-first century. Selected bibliography and index.

Material not originating with Amnesty International is included here for information. Inclusion does not necessarily indicate that AI has verified the information contained therein.

## Human Rights Theme Units Available From Scholastic, Inc.

Scholastic has produced human rights theme units based on special issues of the following classroom magazines:

- *Scholastic News Editions 3-6* (current events for grades 3-6) report on the heroes of the human rights movement.
- *Junior Scholastic* (social studies for grades 6-8) analyzes the meaning of human rights and looks at human rights situations in China and the U.S.
- *Scope* (language arts for grades 7-9) relates human-rights tales from Guatemala, Vietnam, Sri Lanka, and the U.S.
- *Update* (social studies for grades 9-12) reports from Bosnia, Haiti, India, and other locales, and tells students the history of the human rights movement.
- *Literary Cavalcade* (language arts for grades 9-12) features stories and essays by renowned authors.

Individual Human Rights Theme Units consist of a *full class set* of special human rights issues, a 30-minute *Scholastic/NBC News video*, "Human Rights: Working for a Better World," and one *poster-sized foldout* of words and images of the Universal Declaration of Human Rights (UDHR).

**All for just \$49.95.**

To order your theme unit today, please call 800-631-1586.

## Amnesty International: The Struggle for Human Rights

**A**mnesty International (AI) is a worldwide movement of people acting on the convictions that governments must not deny individuals their basic human rights and that ordinary men and women can effectively pressure governments to live up to their commitments to human decency. The organization was awarded the 1977 Nobel Peace Prize for its efforts to promote global observance of the UN Universal Declaration of Human Rights. AI's effectiveness depends on its impartial application of a single standard of human rights to every country in the world.

### *The Fourth R Submissions*

**T**he next issue of *The Fourth R* will focus on human rights organizations and important human rights education activities going on in your schools and communities. To contribute to *The Fourth R*, please contact the Human Rights Center, University of Minnesota, 437 Law Center, 229-19th Ave. South, Minneapolis, MN 55455, U.S., tel 612-626-0041, fax 612-625-2011.

Amnesty International USA  
Human Rights Educators' Network  
53 West Jackson Blvd.  
Suite 1162  
Chicago, IL 60604-3606

*Address Correction Requested*

## Amnesty International USA Human Rights Educators' Network

**A**mnesty International USA Human Rights Educators' Network members will receive *Human Rights Education: The Fourth R* biannually. Every member will also receive regional newsletters. The Human Rights Educators' Network membership is \$10.00.

Information is also available about Amnesty Student Groups and Urgent Action (UA) Appeals. The following are some of the targeted Urgent Actions Appeals available to educators and students: (1) Appeals for Educators; (2) Appeals for Youth; (3) Children's Edition UA Appeals; (4) Literacy Edition UA Appeals; (5) French Language UA Appeals; and (6) Spanish Language UA Appeals.

For more information contact AI USA Human Rights Educators' Network, 53 West Jackson Blvd., Suite 1162, Chicago, IL 60604-3606, tel 312-427-2060, fax 312-427-2060.

Nonprofit Org. U.S. Postage <b>PAID</b> Chicago, IL Permit No. 6980
---