

Human Rights Defenders Scavenger Hunt: A Computer Lab Activity

By Devin Dwyer

Elaborated Lesson Focus

This lesson is designed to help students understand the breadth and significance of the global human rights movement. Using The Carter Center Human Rights Defenders website, students will explore the work of several human rights defenders, locate their work geographically and identify a current news story relating to human rights.

Georgia Standards of Excellence

SSCG6 Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.

SSCG7 Demonstrate knowledge of civil liberties and civil rights.

- a. Define civil liberties as protections against government actions (e.g., First Amendment).
- b. Define civil rights as equal protections for all people (e.g., Civil Rights Act, Brown v. Board of Education, etc.)
- c. Analyze due process of law as expressed in the 5th and 14th amendments, as understood through the process of incorporation. d. Identify how amendments extend the right to vote.

Enduring Understanding / Essential Questions

Human rights are the fundamental freedoms essential to living a full life. Regardless of one's sex, race, ethnicity, national origin, economic status or sexual orientation, human rights belong to all people. Around the world, certain groups and individuals do not enjoy full realization of these rights. Individual defenders of human rights – part of a global movement for justice and equality – work passionately to uphold the neglected, victimized and ignored.

Procedure

Working individually at a computer, each student will complete the online Scavenger Hunt worksheet. Before students log-on and open a Web browser, review the definitions of *human rights* and *human rights defenders* with the group. Have students fill in the definitions on their worksheets.

Instruct students to complete the scavenger hunt by using the Web and starting at: www.cartercenter.org/defenders. Note: write this on a whiteboard or chalkboard. (Assessment – Worksheet Rubric)

Materials

1. Student handout: *Scavenger Hunt Worksheet*
2. Teacher Rubric: *Scavenger Hunt Answer Key*

HUMAN RIGHTS DEFENDERS SCAVENGER HUNT

Directions:

1. Log on to your computer.
 2. Open a Web browser window.
 3. Enter the following URL: www.cartercenter.org/defenders.
 4. Complete the Scavenger Hunt below by navigating the Human Rights Defenders Initiative Web site and other online resources.
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DEFINITIONS:

What are **human rights**?

What is a **human rights defender**?

WHAT RIGHTS?

Identify the Human Rights Defender who works to promote the following basic rights:

- | | |
|-------|--|
| _____ | The right of Egyptian democracy supporters to participate in government and have their voices heard. |
| _____ | The right of women to have equal status as men in Islam. |
| _____ | The right of political opposition groups to equal rights in Haiti. |
| _____ | The right of Palestinians to move freely on their own land. |
| _____ | The right of Guatemalans to live free from fear of violence by the military. |
| _____ | The right of Tunisian newspapers to publish freely, exposing government corruption and torture. |

WHERE IN THE WORLD?

Identify the following countries on the map using the corresponding number. In the space provided, write the name of the human rights defender working there.

AFRICA

1. Democratic Republic of Congo

2. Egypt

3. Kenya

4. Morocco

5. Sudan

6. Tunisia



CENTRAL & SOUTH AMERICA

7. Colombia

8. Guatemala

9. Haiti

WHO'S LEADING?

Fill in the following blanks using information found in the human rights defender profiles on the Web.

1. These defenders have been imprisoned by their governments for their defense of human rights:

2. Some governments, when threatened with violence and crime, clamp down on citizens' rights in order to preserve security. Describe **Jessica Montell's** opinion of such policies in the case of the Israeli-Palestinian conflict. (one or two sentences)

3. After the military murdered her sister, **Helen Mack** began a movement in Guatemala to counter widespread _____ in the court system - the practice of not punishing certain people for crimes committed. What rights is Mack seeking to protect by her movement? (List two)

4. According to **Saad Ibrahim**, free and democratic elections held in the North African nation of _____ demonstrated that Islam and democracy are compatible. Identify the country on the map on the previous page with # 10.

5. These defenders rely on the Quran as a basis for asserting women's rights in Islamic society:

HUMAN RIGHTS DEFENDERS IN THE NEWS

Find one current news story dealing with a human rights defender. (The person does not have to be featured on the Carter Center site.)

Headline:

Summary:

Source:

TEACHER ANSWER KEY

HUMAN RIGHTS DEFENDERS SCAVENGER HUNT

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DEFINITIONS:

What are **human rights**?

The basic rights and freedoms to which all humans are entitled, regardless of one's race, ethnicity, gender, religion, age, or sexual orientation.

What is a **human rights defender**?

An individual who acts to promote or protect human rights in his or her local community or native country.

WHAT RIGHTS?

Identify the Human Rights Defender who works to promote the following basic rights:

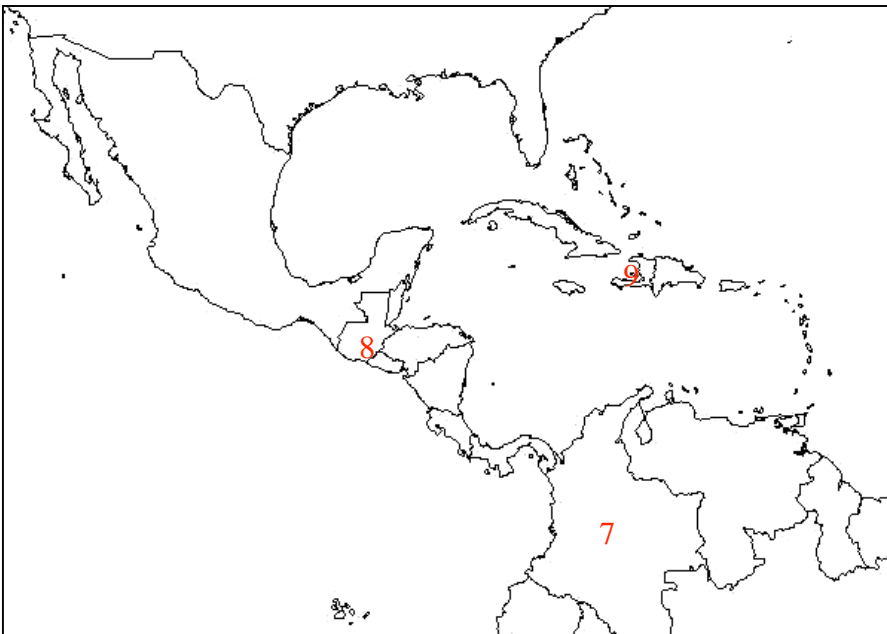
Saad Ibrahim	The right of Egyptian democracy supporters to participate in government and have their voices heard.
Zainah Anwar	The right of women to have equal status as men in Islam.
Gerard Jean-Juste	The right of political opposition groups to equal rights in Haiti.
Jessica Montell	The right of Palestinians to move freely on their own land.
Helen Mack	The right of Guatemalans to live free from fear of violence by the military.
Sihem Bensedrine	The right of Tunisian newspapers to publish freely, exposing government corruption and torture.

WHERE IN THE WORLD?

Identify the following countries on the map using the corresponding number. In the space provided, write the name of the human rights defender working there.

AFRICA

1. Democratic Republic of Congo
Appolinaire Malumalu
2. Egypt
Saad Ibrahim
3. Kenya
Betty Murungi
4. Morocco
Nadia Yassine
5. Sudan
NA
6. Tunisia
Sihem Bensedrine



CENTRAL & SOUTH AMERICA

7. Colombia
Berenice Celeyta
8. Guatemala
Helen Mack
9. Haiti
Gerard Jean-Juste

WHO'S LEADING?

Fill-in the following blanks using information found in the human rights defender profiles on the Web.

1. These defenders have been imprisoned by their governments for their defense of human rights:

Sihem Bensedrine, Saad Ibrahim, Gerard Jean-Juste

2. Some governments, when threatened with violence and crime, clamp down on citizens' rights in order to preserve security. Describe **Jessica Montell's** opinion of such policies in the case of the Israeli-Palestinian conflict. (one or two sentences)

Montell, an Israeli citizen, believes that violations of Palestinians' human rights in the name of Israel's security are unacceptable and inhumane.

3. After the military murdered her sister, **Helen Mack** began a movement in Guatemala to counter widespread impunity in the court system - the practice of not punishing certain people for crimes committed. What rights is Mack seeking to protect by her movement? (List two)

Justice, Security, Life

4. According to Saad Ibrahim, free and democratic elections held in the North African nation of Mauritania demonstrated that Islam and democracy are compatible. Identify the country on the map on the previous page with # 10.

5. These defenders rely on the Quran as a basis for asserting women's rights in Islamic society:

Zainah Anwar, Nadia Yassine

HUMAN RIGHTS DEFENDERS IN THE NEWS

Find one current news story dealing with a human rights defender. (The person does not have to be featured on the Carter Center site.)

Headline:

Summary:

Source: