



Wassmuth  
**CENTER FOR  
HUMAN RIGHTS**

Home of the Idaho Anne Frank Human Rights Memorial



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

Universal Declaration of Human Rights, Article 1

## Human Rights Education in Idaho



# Wassmuth Center for Human Rights

## K-12 Human Rights Education in Idaho

Suggested Lessons  
Correlated to the Common Core Standards

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The Idaho Anne Frank Human Rights Memorial is located in downtown Boise.

Dedicated to the public on August 16, 2002, the Idaho Anne Frank Human Rights Memorial is inspired by the words of Anne Frank and defenders of human rights throughout history. It was designed to actively engage us to think, to talk with one another, and to respond to the human rights issues we face in our community, our state, our country and our world. Both the triumphs and tragedies of the human story are on display, but in every quote and every idea, we see the profound power of a single voice or bold action to overcome great odds and alter the course of history.

## RATIONALE

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**Purpose.** This Scope and Sequence for Human Rights Education began as a collaborative project of the Wassmuth Center for Human Rights and the Idaho State Department of Education in 2003. The classroom resource is fundamentally based upon the mission of the Center:

- The mission of the Center is to promote respect for human dignity and diversity through education and to foster individual responsibility to work for justice and peace.

**Background.** This project began as part of the Center's efforts to develop strategies for the delivery of human rights education into Idaho's K-12 classrooms. To this end, the Center formed a "Blue Ribbon Advisory Task Force" consisting of professional educators, professors from Boise State University and community leaders. The Task Force developed several positions and conclusions over the course of one year:

- The Task Force agreed upon a working definition for "human rights education" and, as so defined, human rights education is important to the education of children in Idaho's school system.
- Trends in Idaho will make it extremely difficult to establish human rights education as a separate subject area for which distinct curriculum standards would be appropriate.
- Although "human rights education" is not a separate subject area within Idaho's curriculum standards, it is possible to develop a human rights education curriculum that will enable teachers to link human rights education to Idaho's content standards.
- There are many existing content goals for Social Studies and Language Arts for which human rights themes are appropriate, if not required.
- Multicultural literature and other materials provide a vast array of readily available resources that teachers can use in the classroom for the development of the value-laden themes integral to character development, civic education and social responsibility that have been incorporated into Idaho's Content Standards as Idaho's Legislature has mandated.

**Pedagogical Assumptions and Foundations.** This project was developed on the assumption that rote memorization and mere acquisition of facts will not suffice for teaching the concepts, objectives, understandings and feelings that are integrated into the definition of human rights education. On the contrary, appreciating feelings such as dignity, empathy, respect and responsibility (a part of what some might call "emotional intelligence") can only be acquired through making direct connections with other people. It is through those connections that we learn how another person feels, reacts, thinks, struggles, and becomes frustrated or angry, and how that person's feelings correspond to our own. The goal, then, is to reach the minds *and hearts* of our children.

**Scope and Sequence Design.** Consistent with the positions and conclusions outlined above, the Wassmuth Center for Human Rights conducted three days of meetings with

teachers, librarians and professional educators at the end of February, 2003. The purpose of these meetings was to create a preliminary draft of a scope and sequence for human rights education that was specifically linked to Idaho's Social Studies Curriculum Standards and relied heavily on multicultural literature and historical stories or vignettes. More than 20 Idaho teachers, educators, professors and other professionals attended the meetings in order to create the original scope and sequence. To update, revise, and add to the original document, the IHREC hosted another three-day workshop with 12 educators in April 2007. The Center has worked to bring this project to fruition by drafting, redrafting, adding additional resources and obtaining a vast array of comments from professionals over the entire country. The end product reflects the idea that we can and should teach our children stories about the similarities and differences among people and allow our children to make a connection with the human community writ large. These words, *different and the same*, become the universal key that unlocks the door to understanding our core values of respect, equality and the inalienable rights and dignity of all people.

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The Idaho Anne Frank Human Rights Memorial is comprised of several major elements: Attic Amphitheater, Memorial Wall, Water Feature, and Human Rights Garden. Human rights quotes are incorporated within these features and scattered throughout the Memorial. Many of the quotes are featured in this document, including:

*Dear Teacher: I am a survivor of a concentration camp. My eyes saw what no person should witness: Gas chambers built by learned engineers. Children poisoned by educated physicians. Infants killed by trained nurses. Women and babies shot and killed by high school and college graduates. So, I am suspicious of education. My request is: Help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, or educated Eichmanns. Reading, writing and arithmetic are only important if they serve to make our children more humane.*

Haim Ginott

Teacher and Child: A Book for Parents and Teachers