

The Freedom Collection Presents:

FREEDOM MATTERS!

SECURING INDIVIDUALS
IN THEIR RIGHTS

Unit 2, Lesson 1



THE BUSH INSTITUTE

AT THE

GEORGE W. BUSH PRESIDENTIAL CENTER

UNIT 2, LESSON 1

SECURING INDIVIDUALS IN THEIR RIGHTS

INTRODUCTION

In this lesson, students will review their understanding of the sources and characteristics of freedom and how governments secure individual rights. They will watch video testimonies from the Freedom Collection to explore how contemporary political dissidents from different countries and cultures explain their understanding of rights and express their expectations of government in respecting them. Students will examine how the United States Constitution and its Amendments secure individual rights and use an established methodology to rate the actual experience of freedom in the United States today. In doing so, students will understand that a “liberal democracy” describes a country in which the most substantial range of political, economic, and personal rights are secured in practice under a limited, representative system of government.

GUIDING QUESTIONS

- How do the U.S. Constitution and its Amendments secure individual political, economic, and personal rights for Americans?
- What makes the United States a liberal democracy today, with respect to the individual’s experience of rights and freedoms under a limited, representative system of government?
- How do contemporary political dissidents living under authoritarian systems of government understand their rights? What are their expectations of government in securing rights?

OBJECTIVES

STUDENTS WILL:

- Understand how the U.S. Constitution and its Amendments secure individual rights for Americans.
- Analyze what makes the United States a liberal democracy today, with respect to the individual’s experience of rights and freedoms under a limited, representative system of government.
- Explore the experience of contemporary political dissidents in defining and advocating for their individual rights.

LENGTH OF LESSON

- 60 minutes

CURRICULUM STANDARDS

TEKS

- WH.9.D "Identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions."
- WH.19.B "Identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, totalitarianism."
- WH.20.B "Identify the impact of political and legal ideas contained in the following documents: Hammurabi's code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen."
- WH.21A "Describe how people have participated in supporting or changing their government."
- WH.21B "Describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history."
- WH.29A "Explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view."
- WH.29B "Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time."
- WH.30 "The student communicates in written, oral, and visual forms."
- WH.31A "Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision."

AP WORLD HISTORY

- AP.6.3.III.A "The notion of human rights gained traction throughout the world."

BACKGROUND

Unit 2 is concerned with the role of government in securing political, economic, and personal rights for individuals. Students will refine their understanding of what constitutes a right and will use founding documents like the United States Constitution and its Amendments to explore how a limited representative government secures individual rights. Unit 2 will also provide teachers and students the opportunity to assess how the United States and other nations secure rights and freedoms for their citizens in practice. Taken together, a country that secures the widest array of freedoms in practice under

a limited, representative system of government constitutes a “liberal democracy.” Unit 2 will contrast positive examples of liberal democracy with negative examples of the various forms oppression takes and the conditions that constitute tyranny. The objective of the unit is to connect a theoretical view of rights to the actual experience of rights in countries where freedom flourishes and in countries where freedom is denied.

As background to Unit 2, both teachers and students may find it useful to review the basic concepts treated in Unit 1. Unit 1, Lesson 1, invited students to consider the sources and characteristics of freedom, which is understood as the condition that broadens the range of choices and actions available to human beings who live under governments. Whether one believes the source of freedom is human nature, social contract, God or another supreme being, or something else, freedom for all people applies within three broad concerns of life: political, economic, and personal. Students also considered terms such as oppression, despotism, and tyranny as forms of restriction on freedom.

In Unit 1, Lesson 3, students reviewed different systems of government and developed an understanding of limited government as preventing individuals or groups from oppressing other individuals or groups, and restricting officers of government from oppressing individuals or groups. Students contrasted limited forms of government with unlimited forms of government. They also made determinations about why limited, and particularly democratic, systems of government historically have best secured the rights of individuals.

In Unit 1, Lessons 2 and 4, in addition to exploring the American Revolution as a significant moment in the advance of freedom in the modern world, students examined several other principles associated with the role of limited, democratic government in securing freedom. The principles include separation of legislative, executive, and judicial powers; independent judiciary and trial by jury; subordination of the military to civilian authority; the protection of individual rights; securing the consent of the governed; and rule of law. They formed a deeper understanding of the rule of law by examining the treatment of political, economic, and personal freedoms over time in various law codes. Students learned that the rule of law entails codifying, or writing down, laws that both individuals and governments are expected to follow; that laws apply generally to everyone; and that laws are more durable than edicts delivered moment by moment or commands directed against particular individuals. Throughout Unit 1, the testimonies of contemporary political dissidents helped students understand what inspires individuals to seek freedom from tyranny and to secure their fundamental rights and freedoms.

Unit 2, Lesson 1, begins with a review of students’ understanding of freedom, individual rights, and how governments secure rights. Teachers may use the information above as background. Students then will explore how the United States Constitution and its Amendments sought to secure the principles that the Declaration of Independence expressed. Using a respected methodology developed by the nonprofit organization Freedom House, students will conclude the lesson by examining how individuals experience freedom in the United States today. They will develop an understanding of “liberal democracy” as a term that describes countries in which individuals experience the most substantial range of political, economic, and personal rights both in policy and in practice.

Defining the proper purposes of government as national defense, justice, and promotion of the general welfare of a nation is timeless. But the idea of identifying a further purpose in securing liberty and individual rights may be confined to the modern era. The Declaration of Independence asserted that “certain unalienable rights” had been “endowed” upon human beings “by their Creator” and that “to secure these rights governments are instituted.” In addition to providing for safety, justice, and welfare, the United States Constitution also expressed this new purpose: to “secure the blessings of liberty to ourselves and our posterity.”

Although neither the Declaration of Independence nor the United States Constitution expressly define the term “rights,” both documents enumerate certain rights and declare that those enumerated do not exclude still others. The Declaration mentions “Life, Liberty, and the pursuit of Happiness.” The original Constitution drafted at the Constitutional Convention in 1787 set forth goals to “establish justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty.” The original Constitution also specified a number of limitations upon the federal and state governments that confer certain rights. Notable among these were:

- The right not to be jailed without having been formally charged (the right of habeas corpus)
- The prohibition of laws that apply retroactively (ex post facto laws) or impose punishments without a trial (bills of attainder)
- The right to trial by jury
- The prohibition of titles of nobility
- The guarantee of republican government in all the states
- The prohibition of religious tests for holding a federal office
- The assurance of inviolable contracts
- The provision for stability of currency
- The provision of requirements for asserting a charge of treason
- The definition of citizenship as birth within the territorial jurisdiction of any of the states or territories of the United States

Features of the Constitution that prescribe the structure of government can also be understood to confer rights, for example, the right to elected representation in proportion to population in the U.S. House of Representatives, the right to two elected representatives from every state in the U.S. Senate, and a combination of these two modes in the election of a president and vice president of the United States.

Some supporters of the original 1787 Constitution argued that the best security for any and all rights lay in the very structure of this limited, democratic, and representative national government. Nevertheless, the first Congress added further safeguards for rights under the new Constitution. The first ten Amendments to the Constitution make up the “Bill of Rights” and guarantee these basic civil liberties:

- Freedom of religion, assembly, speech, press
- The right to keep and bear arms
- No quartering of soldiers in private homes
- The prevention of unlawful search and seizure
- The right to due process, protection from double jeopardy and self-incrimination

- The right of defendants to a fair and speedy trial
- The right to a jury trial
- Prevention of cruel and unusual punishment
- Protection of rights not specified in the Constitution
- The right of states or the people to powers not reserved to the federal government

Subsequent amendments widened the sphere of freedom over time. Commonly referred to as the Reconstruction Amendments (1865–1870), amendments 13, 14, and 15 came in the wake of the Civil War. These amendments abolished slavery, defined citizenship, ensured equal protection and due process under the law, and prohibited denying an individual the right to vote based on race or ethnicity. The 19th amendment (1920) extended the right to vote to women.

In this lesson, or as an extension exercise, teachers might choose to take up a discussion of the difference between a right and a privilege. Ordinary usage identifies a right as an immunity, exemption, or entitlement for some good that is secured for all individuals and for which there is a strong moral or legal claim. In contrast, a privilege, such as obtaining a drivers' license, is an advantage or benefit that some but not all people might enjoy.

In general, individuals and governments are thought to have an obligation to respect the rights of others. Privileges do not carry the same requirement. At times in American history, important debates have arisen about what constitutes a right. In his January 1941 State of the Union Address, for example, President Franklin D. Roosevelt outlined his vision for a “world founded upon four essential human freedoms”: freedom of speech and expression, freedom of worship, freedom from want, and freedom from fear. Even today, opinions differ about which of Roosevelt's four freedoms constitute rights that must be protected or privileges.

To further their understanding of rights in Lesson 1, students will watch video testimonies from the Bush Center's Freedom Collection. In the selected videos, contemporary political dissidents who have lived, or continue to live, under tyranny share their understanding of the sources and characteristics of freedom and the proper role of government in securing individual rights. The videos will help students understand life in countries where governments do not see their purpose as securing rights and where individuals experience regular oppression.

Lesson 1 concludes with an exercise to evaluate the status of political rights and civil liberties in the United States today. They will rate the United States for various criteria and use their findings as a basis for comparison with other countries in the remaining lessons of Unit 2. In doing so, students will develop an understanding of “liberal democracy” as a term that describes countries that secure the most substantial range of political, economic, and personal rights in practice under limited, representative systems of government.

RESOURCES

- Handout 1, Constitutional Rights cards

- NOTE: The cards will need to be printed and prepared prior to the start of this activity. It is recommended that you have one set of cards per group of four students.
- Handout 2, Freedom House Checklist of Questions

PREREQUISITES

Unit 1 is recommended but not required.

NOTES TO THE TEACHER

- The activities in Unit 2 heavily reference the list of political, economic, and personal rights introduced in Unit 1. If students have not completed Unit 1, consider providing a copy of Handout 1, Defining Rights included in Unit 1, Lesson 2.
- Teachers may elect to use any or all of the suggested videos, which are available to download in advance of a lesson from the Freedom Collection website. Each video has an accompanying transcript that is also available on the website.
- Teachers should read all of the lessons before deciding how to split up class time for analysis. If additional class days are available, give students more time to complete the analysis, which may also be assigned as homework to allow class time for presentations and discussion.

PROCEDURE

(times below are suggested)

1. (5 minutes) Warm-Up: To begin class, ask students to consider the following questions:
 - As members of a free society, what rights are guaranteed to you?
 - Who or what do you believe is the source of your rights?

Ask students to talk about their answers with a partner and be prepared to discuss with the class.

2. (10 minutes) Using the background information and their discussion, complete a quick direct teach about the sources and characteristics of freedom and how systems of government secure individual rights, ensuring their understanding of the concept of a “liberal democracy” and its relationship to securing rights. Then ask students to consider and discuss how rights are secured in the United States.
3. (5 minutes) To further student understanding of the importance of securing rights both in policy and in practice, select 1 of the suggested video clips and ask students to answer the questions below as they watch. Invite students to share their answers at the conclusion of both videos.
 - How do these political dissidents understand the sources and characteristics

of freedom?

- How do these political dissidents understand the role of government in securing individual rights and freedoms?

Chen Guangcheng: Democracy and Human Rights (China, subtitled, 2:23)

http://www.freedomcollection.org/interviews/chen_guangcheng/?vidid=1051

The blind Chinese activist Chen Guangcheng shares his understanding of the nature and sources of freedom and the role of democratic government in carrying out the will of the people.

Doan Viet Hoat: Dangerous Laws (Vietnam, English, 4:01)

http://www.freedomcollection.org/interviews/doan_viet_hoat/?vidid=202

In this clip, Vietnamese writer Doan Viet Hoat discusses the role of constitutions in securing the rights of individuals.

Claudio Jose Sandoval: Democratic by Nature (Venezuela, subtitled, 1:54)

http://www.freedomcollection.org/interviews/claudio_jose_sandoval/?vidid=436

Youth leader Claudio Jose Sandoval discusses how the Venezuelan people are democratic by nature, possessing an innate desire to live in a society in which they have rights to elect leaders, express ideas freely, debate, and enjoy equality under the law.

Berta Soler: Freedom (Cuba, subtitled, 3:30)

http://www.freedomcollection.org/interviews/berta_soler/?vidid=1123

Cuban dissident Berta Soler discusses her view of freedom, rights, and the origins of those rights. She suggests freedom and rights as “coming from within.”

4. (15 minutes) Divide students in groups of 3–4, providing each group with a set of the *Constitutional Rights* cards. Explain that they will be identifying various political, economic, and personal rights found in the U.S. Constitution. Instruct students to sort their cards into these three categories and then discuss how these rights are secured.
5. (5 minutes) Explain to students that individuals enjoy the greatest rights and freedoms in countries where individual rights are secured both in policy and in practice. This means that the rights outlined in constitutions and laws are actually respected to the fullest extent possible by government. To help compare the experience of freedom in countries around the world, the nonprofit organization Freedom House has developed a methodology for rating an individual’s experience of political rights and civil liberties and then designating a country as “free,” “partly free,” or “not free.” Countries identified as “free” secure the most substantial range of rights under limited, representative systems of government and are considered “liberal democracies.”
6. (15 minutes) Tell students that they will be using Freedom House’s methodology to work with their group to examine freedom in the United States. Provide each student with the *Freedom House Checklist of Questions* handout and a copy of the most recent [Freedom in the World report](#) on the United States. Instruct students to look through the list of questions, quickly

discussing their answers as a group. Then ask students to determine, based on specific evidence cited in their discussion, why the United States is considered “free.” As a group, discuss the following questions:

- What evidence would you offer that the United States is free?
 - Were there any parts of the discussion that surprised you?
 - What strength and weakness would you cite in analyzing the quality of freedom in the United States?
7. (5 minute) To conclude the lesson, ask students to write a paragraph describing the political, economic, or personal freedom that is most important to them, and why. To tie their experience to that of the dissidents, the paragraph should also indicate how they would feel if that right were taken away. (NOTE: If time is short, teachers may assign this activity for homework.)

ENRICHMENT/EXTENSION ACTIVITIES

- Give students a handout of the complete Freedom House methodology and ask them to score the United States on their own.
- Analyze President Franklin D. Roosevelt’s Four Freedoms speech and determine which of his four freedoms are rights and which are privileges.
- Research and give an account of a notable success in the United States of securing individuals rights and freedoms (durable representative government, protection of religious freedom, free press and free speech, etc.).
- Research and give an account of a notable failure in the United States to secure individual rights and freedoms (slavery, civil rights, etc.).

ADDITIONAL RESOURCES

- Freedom House, *Freedom in the World*. Accessed: <http://freedomhouse.org/report/freedom-world-2013/methodology>.
- Freedom House, *Freedom on the Net*. Accessed: <http://www.freedomhouse.org/report-types/freedom-net#.UwYervldVqU>.
- Freedom House, *Freedom of the Press*. Accessed: <http://www.freedomhouse.org/report-types/freedom-press#.UwYezvldVqU>.
- The Fraser Institute, *Economic Freedom of the World*. Accessed: <http://www.freetheworld.com/reports.html>.
- Reporters without Borders, *Worldwide Press Freedom Index*. Accessed: <http://en.rsf.org/press-freedom-index-2013,1054.html>
- U.S. Commission on International Religious Freedom, *Annual Report*. Accessed: <http://www.uscirf.gov/reports-and-briefs/annual-report.html>.
- The Wall Street Journal/Heritage Foundation, *Index of Economic Freedom*. Accessed: <http://www.heritage.org/index/about>.

HANDOUT I – ANSWER KEY

CONSTITUTIONAL RIGHTS CARDS

Divide students in groups of 3–4, providing each group with a set of the Constitutional Rights cards. Explain that they will be identifying various political, economic, and personal rights found in the U.S. Constitution. Instruct them to sort their cards into these three categories and then discuss how these rights are secured.

POLITICAL RIGHTS

- The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened) against domestic Violence. (Article IV, Section 4)
- Congress shall make no law... abridging ... the right of the people ...to petition the Government for a redress of grievances. (Amendment 1)
- The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. Congress shall have power to enforce this article by appropriate legislation. (Amendment 19)
- SECTION. 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.
- SECTION. 2. The Congress shall have power to enforce this article by appropriate legislation. (Amendment 26)

ECONOMIC RIGHTS

- All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation. (Article VI, Section 1)

PERSONAL RIGHTS

- The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it. (Article I, Section 9, Clause 2)

- The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States. (Article VI, Section 3)
- Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; ... (Amendment 1)
- Congress shall make no law...abridging the freedom of speech,... (Amendment 1)
- Congress shall make no law ...abridging the freedom ...of the press...(Amendment 1)
- Congress shall make no law...abridging...the right of the people peaceably to assemble... (Amendment 1)
- A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed. (Amendment 2)
- No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself,... (Amendment 5)
- No person shall be ... deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation. (Amendment 5)
- In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence. (Amendment 6)
- In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law. (Amendment 7)
- Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted. (Amendment 8)
- The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized. (Amendment 4)

COULD APPLY TO ANY CATEGORY OF RIGHTS

- The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people. (Amendment 9)
- The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people. (Amendment 10)

The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.

- ARTICLE I, SECTION 9, CLAUSE 2

The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened) against domestic Violence.

- ARTICLE IV, SECTION 4

All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

- ARTICLE VI, SECTION 1

The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

- ARTICLE VI, SECTION 3

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; ...

- AMENDMENT 1

Congress shall make no law... abridging the freedom of speech,...

- AMENDMENT 1

Congress shall make no law ... abridging the freedom ... of the press;

- AMENDMENT 1

Congress shall make no law... abridging ... the right of the people peaceably to assemble,

- AMENDMENT 1

Congress shall make no law... abridging ... the right of the people ...to petition the Government for a redress of grievances.

- AMENDMENT 1

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

- AMENDMENT 2

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself,....

- AMENDMENT 5

No person shall be ... deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

- AMENDMENT 5

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

- AMENDMENT 6

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

- AMENDMENT 7

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

- AMENDMENT 8

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

- AMENDMENT 9

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

- AMENDMENT 10

SECTION. 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.
SECTION. 2. The Congress shall have power to enforce this article by appropriate legislation.

- AMENDMENT 26

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.
Congress shall have power to enforce this article by appropriate legislation.

- AMENDMENT 19

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

- AMENDMENT 4

HANDOUT 2

FREEDOM HOUSE CHECKLIST OF QUESTIONS

Working with your group members, discuss answers to the following questions, evaluating the experience of individuals living in the United States of America. Be prepared to explain your answers to the class.

SECTION ONE

POLITICAL RIGHTS

1. Is the head of government or other chief national authority elected through free and fair elections?
2. Are the national legislative representatives elected through free and fair elections?
3. Are the electoral laws and framework fair?
4. Do the people have the right to organize in different political parties or other competitive political groupings of their choice, and is the system open to the rise and fall of these competing parties or groupings?
5. Is there a significant opposition vote and a realistic possibility for the opposition to increase its support or gain power through elections?
6. Are the people's political choices free from domination by the military, foreign powers, totalitarian parties, religious hierarchies, economic oligarchies, or any other powerful group?
7. Do cultural, ethnic, religious, or other minority groups have full political rights and electoral opportunities?
8. Do the freely elected head of government and national legislative representatives determine the policies of the government?
9. Is the government free from pervasive corruption?
10. Is the government accountable to the electorate between elections, and does it operate with openness and transparency?

SECTION TWO

CIVIL LIBERTIES (Economic and Personal Rights)

1. Are there free and independent media and other forms of cultural expression?
2. Are religious institutions and communities free to practice their faith and express themselves in public and private?

3. Is there academic freedom, and is the educational system free of extensive political indoctrination?
4. Is there open and free private discussion?
5. Is there freedom of assembly, demonstration, and open public discussion?
6. Is there freedom for nongovernmental organizations? (Note: This includes civic organizations, interest groups, foundations, etc.)
7. Are there free trade unions and peasant organizations or equivalents, and is there effective collective bargaining? Are there free professional and other private organizations?
8. Is there an independent judiciary?
9. Does the rule of law prevail in civil and criminal matters? Are police under direct civilian control?
10. Is there protection from political terror, unjustified imprisonment, exile, or torture, whether by groups that support or oppose the system? Is there freedom from war and insurgencies?
11. Do laws, policies, and practices guarantee equal treatment of various segments of the population?
12. Do citizens enjoy freedom of travel or choice of residence, employment, or institution of higher education?
13. Do citizens have the right to own property and establish private businesses? Is private business activity unduly influenced by government officials, the security forces, political parties/organizations, or organized crime?
14. Are there personal social freedoms, including gender equality, choice of marriage partners, and size of family?
15. Is there equality of opportunity and the absence of economic exploitation?

The Freedom Collection Presents:

FREEDOM MATTERS!

WHAT ARE POLITICAL
RIGHTS?

Unit 2, Lesson 2



THE BUSH INSTITUTE
AT THE

GEORGE W. BUSH PRESIDENTIAL CENTER

UNIT 2, LESSON 2

WHAT ARE POLITICAL RIGHTS?

INTRODUCTION

In this lesson, students will deepen their understanding of political rights and compare how individuals in different countries around the world experience having a say in governing. Students will review the foundation of political rights secured in the United States and then complete an analysis of political rights in two other assigned countries. One country is free, with individuals enjoying significant political rights under a limited, democratic system of government. The other country is not free, with individuals experiencing significant constraints on, or repression of, their political freedom. Students will compare the quality of political freedom experienced in the assigned countries.

GUIDING QUESTIONS

- What are the characteristics of political rights?
- What political rights do democratic systems of government secure for individuals?
- How does an individual's experience of political rights differ under tyranny?

OBJECTIVES

STUDENTS WILL:

- Demonstrate an understanding of political rights.
- Compare the individual's experience of political rights under democratic and non-democratic systems of government.

LENGTH OF LESSON

- 60 minutes

CURRICULUM STANDARDS

TEKS

- WH.9.D “Identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.”
- WH.19.B “Identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, totalitarianism.”
- WH.21A “Describe how people have participated in supporting or changing their government.”
- WH.21B “Describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history.”
- WH.22.F “Assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world.”
- WH.29A “Explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view.”
- WH.29B “Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.”
- WH.30 “The student communicates in written, oral, and visual forms.”
- WH.31A “Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.”

AP WORLD HISTORY

- AP.6.3.III.A “The notion of human rights gained traction throughout the world.”

BACKGROUND

Individual rights and freedoms apply within three broad concerns of life: political, economic, and personal. Political freedom, which is the focus of this lesson, encompasses the rights and freedoms pertaining to an individual’s participation in the conduct of government. Economic freedom refers to the rights of individuals to work, to enter into contracts, and to possess, use, and inherit property. Personal freedom encompasses a range of individual rights, sometimes referred to as “civil liberties,” including the right to privacy, to move and travel without restrictions, to associate with others and express opinions freely, and to experience due process of the law under an independent judiciary. A particular right might fall under more than one category, and, in some sense, the three categories of rights are interdependent.

The role of government should be to secure political, economic, and personal freedoms for the greatest number of people. Government fulfills this obligation by preventing individuals or groups from oppressing other individuals or groups. Officers of government are also kept from oppressing individuals or groups.

The degree of political freedom enjoyed by the inhabitants of particular countries has two conditions. The first condition is the extent to which an official written constitution extends political rights to individuals. The second condition is the extent to which individuals are secure in their ability to exercise political rights in practice. The distinction between these two conditions is important, because oppressive governments often assert numerous rights “on paper” but significantly restrict individuals from having a say in the actual conduct of government. The discrepancy between what is said and what is done reminds us that rights become realities only when the actual structure of government together with an alert citizenry oblige the officers of that government to act on behalf of individual freedom. By these two measures it is possible for students to assess how much freedom the citizens of any country possess and compare that nation with others.

The characteristics of political freedom are typically thought to encompass two broad categories: elections and good governance. Elections are concerned with the provisions a nation has made for its citizens to participate in governing. In a free society, those provisions will include the right to:

- Choose the head of government and other representatives in elections.
- Vote without fear, coercion, or domination by others.
- Participate in free, fair, and regular elections with secret ballots.
- Rely on unbiased counting of the vote.
- Choose from more than one candidate or party.
- Join or form a political party.
- Run for political office.
- Enjoy political rights, even if you are in the minority.

Good governance pertains to the role of the government in promoting the good of the governed. This is in contrast to governments that exist to further the interests of the rulers at the expense of the governed. In a free society, government will:

- Have provisions for individuals to petition the government.
- Have elected officials, rather than hidden unelected operatives, determine laws and policies.
- Be open, transparent, and accountable to the electorate.
- Be free of corruption and open to public scrutiny.

Using these criteria, students will analyze and compare the status of political rights under democratic and non-democratic systems of government. Students will also view selected videos from the Freedom Collection to hear from contemporary political dissidents what it means to have one’s political rights denied and to risk one’s safety in order to secure them.

RESOURCES

- Handout 1, Political Rights Analysis

- Technology necessary for groups to access online resources
- Freedom Collection videos
- Birtukan Midekssa: The 2005 Elections (Ethiopia, English, 3:59)
 - http://www.freedomcollection.org/interviews/birtukan_midekssa/?vidid=721
- Regis Iglesias Ramirez: The Varela Project (Cuba, subtitled, 6:02)
 - http://www.freedomcollection.org/interviews/regis_iglesias_ramirez/?vidid=828
- Tutu Alicante: Rule of Law (Equatorial Guinea, English, 3:07)
 - http://www.freedomcollection.org/interviews/tutu_alicante/?vidid=766

NOTES TO THE TEACHER

- Students will need access to computers and the internet.
- Teachers may elect to use any or all of the suggested videos, which are available to download in advance of a lesson from the Freedom Collection website. Each video has an accompanying transcript that is also available on the website.
- Teachers should read all of the lessons before deciding how to split up class time for analysis. If additional class days are available, give students more time to complete the analysis, which may also be assigned as homework to allow class time for presentations and discussion.

PROCEDURE

(times below are suggested)

1. (10 minutes) Warm-Up: Provide each student with a copy of the *Political Rights Analysis* handout and explain that the phrases in the left-hand column describe the characteristics of political freedom. Have students work with a partner to identify examples of political rights that are secured in the United States and then enter them in the second column of the chart. Once students have completed their analysis, ask volunteers to share their answers and discuss as a class.
2. (12 minutes) Next, explain to students that they will view selected videos from the Freedom Collection to gain insight into the experience of political rights in countries that are not free. Instruct students to choose one or more videos (total 6-7 minutes) to watch; ask them to identify the political rights described in each video. As a class, discuss this question: "How does an individual's experience of political rights differ under conditions of political oppression?"
 - Birtukan Midekssa: The 2005 Elections (Ethiopia, English, 3:59)
http://www.freedomcollection.org/interviews/birtukan_midekssa/?vidid=721
 Ethiopian judge Birtukan Midekssa discusses how the government intervened in the 2005 parliamentary election decision when it feared people would vote against them. Midekssa was sentenced to life in prison that year after her political party, the Coalition for Unity and Democracy, won an unprecedented number of seats. After eighteen months in prison, she

was pardoned following a series of high-level negotiations.

- Regis Iglesias Ramirez: The Varela Project (Cuba, subtitled, 6:02)
http://www.freedomcollection.org/interviews/regis_iglesias_ramirez/?vidid=828
Cuban dissident Regis Iglesias Ramirez discusses the Varela Project, an effort to petition the government of Cuba to allow a referendum on holding new elections and expanding civil liberties. The Cuban constitution contains provisions for citizens to gather signatures in favor of a referendum, but the government has refused to call the vote.
 - Tutu Alicante: Rule of Law (Equatorial Guinea, English, 3:07)
http://www.freedomcollection.org/interviews/tutu_alicante/?vidid=766
Human rights lawyer Tutu Alicante discusses the corrupt nature of the regime in Equatorial Guinea. Alicante laments that there is no rule of law in his country to prevent government corruption.
3. (3 minutes) Place students in groups (3 to 4 students), explaining that they will spend the next few days comparing the experience of political, economic, and personal rights in two countries. Today they will focus on political rights. Assign each group one of the pairings listed below and have them record it on their *Political Rights Analysis* handout.

Freedom Collection Country	Paired With
Cuba (not free)	Chile (free)
China (not free)	Taiwan (free)
North Korea (not free)	South Korea (free)
Burma (not free)	Indonesia (free)
Egypt (not free)	Israel (free)
Zimbabwe (not free)	South Africa (free)
Poland (free)*	Russia (not free)

* Poland is a free country today. The Freedom Collection documents the movement for freedom and democracy in Poland prior to the collapse of communism.

4. (20 minutes) Ensure students have access to the Internet and follow these steps in order to complete the *Political Rights Analysis* chart:
- Access the Freedom House website (<http://www.freedomhouse.org/report-types/freedom-world>) to learn about the experience of political rights in their countries.
 - Visit the Freedom Collection website (<http://www.freedomcollection.org/>) to watch oral history videos from dissidents in their countries, where available. Use these personal testimonies to supplement analysis.
 - Look to these and other websites for additional details:
 - Comparative Constitutions Project and Google Ideas, Constitute (global database of constitutions)
<https://www.constituteproject.org/#/>
 - International Foundation for Election Systems
<http://ifes.org/>
 - National Democratic Institute for International

Affairs <http://www.ndi.org/international-election-mission-archive>

- International Republican Institute
<http://www.iri.org/explore-our-resources/election-observation-and-assessment-reports>
- Organization for Security and Cooperation in Europe <http://www.osce.org/odihr/elections>
- University of Richmond, Constitution Finder
<http://confinder.richmond.edu/>
- U.S. State Department Human Rights Reports <http://www.state.gov/j/drl/rls/hrrpt/>
- World Bank, Worldwide Governance Indicators <http://info.worldbank.org/governance/wgi/index.aspx#home>

5. (5 minutes) When students have completed their analysis, have them share their findings with the class. Use the political freedoms chart as a guide for questions and discussion. For example: In the countries you analyzed, do voters have the ability to choose their head of state in free and fair elections? Do voters have a choice of more than one candidate or party in elections?
6. (10 minutes) Conclude the lesson by asking students to prepare an exit slip by answering one or more of the questions below. (NOTE: If time is short, teachers may assign this activity for homework.)
 - How does an individual's experience of political rights in the countries you analyzed compare with the experience in the United States?
 - How does an individual's experience of political rights in a democratic country differ from the experience in a non-democratic country?
 - What constraints do undemocratic governments place on an individual's ability to have a say in governing?
 - Based on your analysis, which political rights do you feel are most significant, and why?

ENRICHMENT/EXTENSION ACTIVITIES

- To increase understanding, ask students to find and explain primary source images and documents that support their findings about the state of political rights in the countries they studied.

HANDOUT 1

POLITICAL RIGHTS ANALYSIS

As you conduct your analysis and collect and record specific evidence in the chart below, prepare to answer the following questions:

- What evidence do you have of individuals' ability to exercise their political rights pertaining to elections?
- What evidence do you have of individuals' ability to exercise their political rights pertaining to good governance?
- How would you describe the general status of political rights in each country?

Assigned Country #1: _____

Freedom House Status: _____

Freedom Rating: _____

What system of government does your country of study have? _____

Assigned Country #2: _____

Freedom House Status: _____

Freedom Rating: _____

What system of government does your country of study have? _____

POLITICAL RIGHTS	EXAMPLES/EVIDENCE OF THIS IN THE U.S.	COUNTRY #1	COUNTRY #2
Choose the head of government and other representatives in free and fair elections			
Vote without fear, coercion, or domination by others			
Participate in free, fair, and regular elections with secret ballots			
Rely on unbiased counting of the vote			
Choose from more than one candidate			
Join or form a political party			
Run for office			
Petition the government			
A government in which elected officials determine laws and policies			
A government that is accountable, open to scrutiny, transparent, and free of corruption			

The Freedom Collection Presents:

FREEDOM MATTERS!

WHAT ARE ECONOMIC
RIGHTS?

Unit 2, Lesson 3



THE BUSH INSTITUTE
AT THE
GEORGE W. BUSH PRESIDENTIAL CENTER

UNIT 2, LESSON 3

WHAT ARE ECONOMIC RIGHTS?

INTRODUCTION

In this lesson, students will develop an understanding of the characteristics of economic freedom and make distinctions between how rights are secured under free market economies and command economies. Students will record and discuss examples of economic rights that are secured in the United States. They will then work with their groups from Lesson 2 to analyze the status of economic freedom in their country pairings and make connections between the experience of economic rights and the presence of a limited, democratic system of government. Watching video testimonies from the Freedom Collection will help students deepen their understanding of what life is like for individuals in countries where economic freedom is repressed.

GUIDING QUESTIONS

- What are the characteristics of economic freedom?
- How do the characteristics of free market and command economies differ?
- How does the individual's experience of economic rights differ under free market and command economies?

OBJECTIVES

STUDENTS WILL:

- Demonstrate an understanding of economic freedom.
- Explain the difference between a free market economy and a command economy.
- Compare the individual's experience of economic rights under a free market economy and a command economy.

LENGTH OF LESSON

- 60 minutes

CURRICULUM STANDARDS

TEKS

- WH.18.F "Formulate generalizations on how economic freedom improved the human condition."
- WH.21A "Describe how people have participated in supporting or changing their government."

- WH.29A “Explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view.”
- WH.29B “Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.”
- WH.30 “The student communicates in written, oral, and visual forms.”
- WH.31A “Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.”

AP WORLD HISTORY

- AP.6.3.III.A “The notion of human rights gained traction throughout the world.”

BACKGROUND

Economic freedom refers to the rights of individuals to work, to enter into contracts, and to possess, use, and inherit property while not violating the rights of others. Economic freedom is greatest when the economy is influenced more by individuals and the private sector than government control. An economy with these characteristics is often identified by terms such as “market economy” or “free enterprise system.” During and since the nineteenth century, this mode of economic activity has come to be termed a “capitalistic” or “mixed” economy.

Economic freedom is restricted or extinguished altogether when under fascist, socialist, communist, or other systems the government rather than individuals determine the possession, uses, and distribution of property, as well as the apportionment of labor. Instead of relying on free markets, these systems of government operate in accord with central planning, with political officials using their exclusive access to those means of coercion they possess by laws of the state. To varying degrees these alternatives to a free market produce a “command economy,” also termed “collectivist.”

A market economy better promotes freedom because it defines a large sphere of activity in which free human choices determine conditions and the alterations of conditions from moment to moment. Thus, indirectly, a free economy promotes every other form of liberty because the market limits government by diminishing centralized power. Property is a chief source of power, and free markets disperse property among numerous individuals instead of conferring more power to government. If government exercises power over every citizen’s livelihood, then freedom in all of its dimensions decreases.

The characteristics of economic freedom are typically thought to include the right to:

- Acquire, own, use, and inherit property protected by the rule of law.
- Exchange goods and services in open markets, at home and internationally.

- Establish or work for a business and engage in economic activity free of undue governmental interference and of corrupt officials.
- Have recourse to legal enforcement of contractual obligations.
- Be provided a reliable medium of exchange in currency (money) and instruments of credit.
- Choose and change one's occupation or place of employment.
- Form or join a labor union and engage in collective bargaining.
- Form, join, or invest in a corporation or private professional organization.
- Enjoy legal protection against monopolies and collusions in restraint of free trade and discouraging of competition.

In recent decades some countries that have unlimited or undemocratic systems of government have been motivated by changes in the global economy and other factors to adopt elements of a free market economy. Video testimonies from the Freedom Collection can help demonstrate how the opening of a country's economy to some elements of the free market can lead to pressure from citizens to go further and secure political and personal rights as well. China is a good example of this phenomenon. Other testimonies from the Freedom Collection will help students understand the connections between political and economic freedom and what life is like in countries where these rights are suppressed.

This lesson will also help students develop an understanding of the relationship between free markets and the rule of law. Put simply, without the political conditions established by rule of law, a free market economy may not be possible. The degree of regulation required to observe the rule of law is compatible with securing economic rights. Economic rights and political rights are mutually supporting. Where free economies thrive, political rights will likely be extensive and secure, and vice versa. Where political rights are few or insecure, one will likely find that a command economy prevails, and vice versa. Accordingly, the word *democracy* has come to signify a society in which political and economic freedom coincide.

RESOURCES

- Handout 1, Economic Rights Analysis
- Technology necessary for groups to access online resources
- Freedom Collection videos
 - Chen Guangcheng: Rule of Law in China (China, subtitled, 3:20), http://www.freedomcollection.org/interviews/chen_guangcheng/?vidid=1054
 - Tutu Alicante: About Equatorial Guinea (Equatorial Guinea, English, 6:33), http://www.freedomcollection.org/interviews/tutu_alicante/?vidid=752
 - Andrzej Gwiazda and Joanna Duda-Gwiazda: Vision for Poland (Poland, subtitled, 3:42) http://www.freedomcollection.org/interviews/andrzej_gwiazda_and_joanna_duda-gwiazda/?vidid=1029

- Horacio Julio Pina Borrego: Economic and Technological Barriers (Cuba, subtitled, 4:42)
http://www.freedomcollection.org/interviews/horacio_julio_pina_borrego/?vidid=1111

PREREQUISITES

This lesson assumes that students have completed Unit 2, Lesson 2.

NOTES TO THE TEACHER

- Students will need access to computers and the internet.
- Teachers may elect to use any or all of the suggested videos, which are available to download in advance of a lesson from the Freedom Collection website. Each video has an accompanying transcript that is also available on the website.
- Teachers should read all of the lessons before deciding how to split up class time for analysis. If additional class days are available, give students more time to complete the analysis, which may also be assigned as homework to allow class time for presentations and discussion.

PROCEDURE

(times below are suggested)

1. (5 minutes) Warm-Up: Tell students to think about the future, and write down three economic goals they have (such as future profession, amount of wealth, ownership of personal property). Next, tell them to imagine living in a country where the system of government prevents them from accumulating or inheriting property, opening a business or enforcing contracts, and choosing their own profession. Ask students to consider, in group discussion, how these circumstances would affect their current goals and future success.
2. (5 minutes) Using the background information provided, direct teach the concepts of free market economy and command economy. Have students look at the list of rights in the *Economic Rights Analysis* handout and determine how an individual's experience of these rights might differ under a command economy. Ask students to share their answers and discuss with the class.
3. (10 minutes) Show students one or more of the following video clips. As they watch the videos, have students record what economic rights are being violated. After viewing the videos, ask student volunteers to share their answers with the class.
 - Chen Guangcheng: Rule of Law in China (China, subtitled, 3:20),

http://www.freedomcollection.org/interviews/chen_guangcheng/?vidid=1054

Chinese activist Cheng Guangcheng discusses the lack of rule of law in his country and the economic effects of government control of people's land.

- Tutu Alicante: About Equatorial Guinea (Equatorial Guinea, English, 6:33), http://www.freedomcollection.org/interviews/tutu_alicante/?vidid=752
Human rights lawyer Tutu Alicante discusses the fact that even though Equatorial Guinea has a gross domestic product (GDP) per capita comparable to Japan and France, 75 percent of the people in the country actually live on less than a dollar a day.
 - Andrzej Gwiazda and Joanna Duda-Gwiazda: Vision for Poland (Poland, subtitled, 3:42) http://www.freedomcollection.org/interviews/andrzej_gwiazda_and_joanna_duda-gwiazda/?vidid=1029
Before Poland became a democracy, Andrzej and Joanna Gwiazda were activists in the country's anti-communist Solidarity movement. They discuss the economic benefits they envisioned in removing government interference from business, particularly those resources of the business sector that were used to support the regime.
 - Horacio Julio Pina Borrego: Economic and Technological Barriers (Cuba, subtitled, 4:42) http://www.freedomcollection.org/interviews/horacio_julio_pia_borrego/?vidid=1111
Horacio Julio Pina Borrego discusses the economic hardships experienced by Cubans, including the government's termination of employees for supporting the opposition, and the high cost of buying a cell phone and accessing the Internet.
4. (10 minutes) Provide each student with a copy of the *Economic Rights Analysis* handout and explain that the phrases in the left-hand column describe the characteristics of economic freedom. Have the students work with a partner to identify evidence of how these freedoms are secured in the United States and then fill them in on the chart. When students have completed their analysis, ask volunteers to share their answers and discuss as a class.
 5. (20 minutes) Ensure students have access to the Internet. Ask them to return to their groups from yesterday (Unit 2, Lesson 2) and begin analyzing the experience of economic rights in their two assigned countries. Students should use their findings to complete the *Economic Rights Analysis* chart.
 - Visit online resources that provide information about economic rights:
 - Fraser Institute, *Economic Freedom of the World* (<http://www.freetheworld.com/reports.html>)
 - Freedom House, *Freedom in the World* (<http://www.freedomhouse.org/report-types/freedom-world>)
 - United Nations, *Human Development Report* (<http://hdr.undp.org/en/2013->

- report)
 - Wall Street Journal/Heritage Foundation, *Index of Economic Freedom* (<http://www.heritage.org/index/about>)
 - World Bank, *Doing Business* (<http://www.doingbusiness.org/>)
 - World Bank, *Worldwide Governance Indicators* (<http://info.worldbank.org/governance/wgi/index.aspx#home>)
 - Visit the Freedom Collection's website (<http://www.freedomcollection.org/>) to watch oral history videos from dissidents in the assigned countries, if available. Students should use these personal accounts to supplement their analysis.
6. (10 minutes) To conclude the lesson, instruct the group that they are American businessmen looking for a new location to open a company. Based on their analysis, they must determine in which of their two countries they would prefer to locate their new venture. For the assignment, they must prepare a list, including specific evidence, to justify their choice to their board of directors. (NOTE: If time is short, teachers may assign this activity for homework.)

ENRICHMENT/EXTENSION ACTIVITIES

- To increase understanding, ask students to find and explain primary source images and documents that support their findings about the state of economic rights in the countries they studied.

ADDITIONAL RESOURCES

- Fraser Institute, *Economic Freedom of the World* (<http://www.freetheworld.com/reports.html>)
- Freedom Collection (<http://www.freedomcollection.org/>)
- Freedom House, *Freedom in the World* (<http://www.freedomhouse.org/report-types/freedom-world>)
- United Nations, *Human Development Report* (<http://hdr.undp.org/en/2013-report>)
- Wall Street Journal/Heritage Foundation, *Index of Economic Freedom* (<http://www.heritage.org/index/about>)
- World Bank, *Doing Business* (<http://www.doingbusiness.org/>)
- World Bank, *Worldwide Governance Indicators* (<http://info.worldbank.org/governance/wgi/index.aspx#home>)

HANDOUT 1

ECONOMIC RIGHTS ANALYSIS

As you conduct your analysis and collect and record specific evidence in the chart below, prepare to answer the following questions:

- What evidence do you have of the people's ability to exercise their economic rights?
- How would you describe the general economic rights of citizens in your country?

Assigned Country #1: _____

Assigned Country #2: _____

What type of economic system exists in your country of study? _____

What type of economic system exists in your country of study? _____

ECONOMIC RIGHTS	EXAMPLES/EVIDENCE OF THIS IN THE U.S.	COUNTRY #1	COUNTRY #2
Acquire, own, and use property protected by the rule of law			
Exchange goods and services in open markets, at home and internationally			
Establish or work for a business and engage in economic activity with limited government interference and without corruption			
Have recourse to legal enforcement of contractual obligations (ability to enforce contracts)			
Be provided a reliable medium of exchange in currency (money) and instruments of credit			
Choose and change one's occupation or place of employment			
Form or join a labor union and engage in collective bargaining			
Form, join, or invest in a corporation or private professional organization			
Enjoy legal protection against monopolies and collusions in restraint of free trade and discouraging competition			

The Freedom Collection Presents:

FREEDOM MATTERS!

WHAT ARE PERSONAL
RIGHTS?

Unit 2, Lesson 4



THE BUSH INSTITUTE

AT THE

GEORGE W. BUSH PRESIDENTIAL CENTER

UNIT 2, LESSON 4

WHAT ARE PERSONAL RIGHTS?

INTRODUCTION

In this lesson, students will deepen their understanding of the range of personal rights that limited, democratic systems of government secure for individuals. They will consider evidence of how personal rights are secured in the United States and continue their comparative analysis from Lessons 2 and 3 of an individual's experience of rights in free and not-free societies. Video testimonies from the Freedom Collection will convey the experiences of contemporary political dissidents who have struggled to achieve personal rights while living under tyranny.

GUIDING QUESTIONS

- What areas of an individual's public and private life encompass personal rights?
- What personal rights do limited, democratic systems of government secure for individuals?
- How does an individual's experience of personal rights differ between free and not-free societies?

OBJECTIVES

STUDENTS WILL:

- Demonstrate an understanding of personal rights.
- Compare the individual's experience of personal rights under democratic and non-democratic systems of government.

LENGTH OF LESSON

- 60 minutes

CURRICULUM STANDARDS

TEKS

- WH.9.D “Identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.”
- WH.19.B “Identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, totalitarianism.”
- WH.21A “Describe how people have participated in supporting or changing their government.”
- WH.22.F “Assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world.”
- WH.29A “Explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view.”
- WH.29B “Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.”
- WH.30 “The student communicates in written, oral, and visual forms.”
- WH.31A “Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.”

AP WORLD HISTORY

- AP.6.3.III.A “The notion of human rights gained traction throughout the world.”

BACKGROUND

This lesson introduces students to the subject of personal rights. These freedoms, sometimes referred to as civil liberties, pertain to the ability of individuals to make decisions about their personal lives and their social relations with family, citizens, and foreigners, free from government interference. Among other things, the sphere of personal rights includes respect for decisions regarding one’s place of residence, choice of profession and job, affiliation with voluntary associations, and education. Personal rights also entail the individual’s ability to assemble in public places, to express one’s views publicly or privately, and to determine their religious beliefs and mode of worship.

As with political and economic rights, the most substantial experience of personal rights depends on the rule of law and limitations placed on government to protect individuals from arbitrary and momentary directives. To rule by laws means codifying, or writing down regulations (laws) that both individuals and governments are expected to follow. Laws are expected to apply generally to everyone and to be more durable than edicts delivered moment by moment or commands directed against particular individuals. Rule of law also requires ensuring due process in the administration of laws through an independent jury, separation of powers, and rules of evidence.

The specific characteristics of personal freedom are often thought to encompass several broad categories. The nongovernmental organization Freedom House categorizes personal rights by freedom of expression and belief (includes religious freedom); freedom of association and organizational rights; rule of law; and personal autonomy. Within these groupings, we find certain specific rights, as indicated in the following list.

Freedom of expression and belief entails the right to:

- Express opinions freely in public and in private.
- Have access to free and independent media.
- Worship and think freely in public and in private.
- Receive an education that is free from political indoctrination.

Freedom of association and organizational rights includes the freedom to:

- Assemble in or organize a public demonstration.
- Form civic groups, interest groups, and other public associations.

Freedom under the rule of law provides for:

- Due process in administering and adjudicating laws exercised by an independent judiciary
- Equal protection of the rights of all people, including the minority and people requiring particular safeguards (e.g., women, children, racial groups, resident aliens, visiting foreign nationals)

Freedom as personal autonomy includes the right to:

- Make decisions about modes of life pursued apart from political action.
- Move and travel without restrictions within the national jurisdiction and to foreign territories.
- Privacy within spheres of activities not properly public
- Immunity from undue surveillance
- Marry, establish a family, and raise children.

As with Lessons 2 and 3, students will provide evidence and discuss how personal rights are secured in the United States. They also will continue their group analysis to compare the experience of personal rights in countries that are free and not free. Video testimonies from the Freedom Collection will demonstrate how individuals have risked everything, including their lives, for their closely held devotion to the free exercise of personal rights.

RESOURCES

- Handout 1, Personal Rights Analysis
- Technology necessary for groups to access online resources
- Freedom Collection videos
 - Bogdan Borusewicz: A Normal Life in an Abnormal Time (Poland, subtitled, 4:13) http://www.freedomcollection.org/interviews/bogdan_borusewicz/?vidid=953
 - Xiqiu “Bob” Fu: Religious Freedom (China, 5:32) http://www.freedomcollection.org/interviews/xiqiu_quotbobquot_fu/?vidid=538
 - Kim Seong Min: Religion in North Korea (North Korea, subtitled, 2:08)

- http://www.freedomcollection.org/interviews/kim_seong_min/?vidid=848
- Jestina Mukoko: Detention and Trial (Zimbabwe, English, 6:36)
http://www.freedomcollection.org/interviews/jestina_mukoko/?vidid=744
- Chen Guangcheng: The One-Child Policy (China, subtitled, 3:50)
http://www.freedomcollection.org/interviews/chen_guangcheng/?vidid=1052
- Mahmoud Salem: State Security Target (Egypt, English, 1:48) http://www.freedomcollection.org/interviews/mahmoud_salem/?vidid=712
- Berta Soler: Race in Cuba (Cuba, subtitled, 2:48)
http://www.freedomcollection.org/interviews/berta_soler/?vidid=1124

PREREQUISITES

This lesson assumes that students have completed Unit 2, Lessons 2 and 3.

NOTES TO THE TEACHER

- Students will need access to computers and the internet.
- Teachers may elect to use any or all of the suggested videos, which are available to download in advance of a lesson from the Freedom Collection website. Each video has an accompanying transcript that is also available on the website.
- Teachers should read all of the lessons before deciding how to split up class time for analysis. If additional class days are available, give students more time to complete the analysis, which may also be assigned as homework to allow class time for presentations and discussion.

PROCEDURE

(times below are suggested)

1. (10 minutes) Warm-Up: Provide each student with a copy of the *Personal Rights Analysis* handout and explain that the phrases in the left-hand column describe characteristics of personal freedom. Have students work with a partner to brainstorm evidence of how these freedoms are secured in the United States and then complete the second column of the chart to reflect their discussions. When students have completed their analysis, ask volunteers to share their answers and discuss as a class.
2. (15 minutes) Next, explain to students that they will view selected videos from the Freedom Collection to analyze the experience of personal rights in several countries. As they watch the videos, have students write down which category (bolded on the chart) of personal rights they feel is being violated. After viewing videos, discuss the responses as a class.

- Bogdan Borusewicz: A Normal Life in an Abnormal Time (Poland, subtitled, 4:13) http://www.freedomcollection.org/interviews/bogdan_borusewicz/?vidid=953
Bogdan Borusewicz, a Polish dissident who eventually became Speaker of the Senate under a democratic government, talks about Poland's period of martial law when the Solidarity movement was outlawed and its members were hunted by authorities. At the same time, he started a family in secret.
 - Xiqiu "Bob" Fu: Religious Freedom (China, 5:32) http://www.freedomcollection.org/interviews/xiqiu_quotbobquot_fu/?vidid=538
Chinese pastor and former house church leader Xiqiu "Bob" Fu discusses how millions of Chinese intellectuals came to the Christian faith after the crackdown on the student democracy movement at Tiananmen Square in 1989. He also describes how human rights lawyers defend the rights of other religious and political dissidents.
 - Kim Seong Min: Religion in North Korea (North Korea, subtitled , 2:08) http://www.freedomcollection.org/interviews/kim_seong_min/?vidid=848
Kim Seong Min discusses North Korea's policy forbidding Christianity and how he came to realize that there are underground churches in North Korea.
 - Jestina Mukoko: Detention and Trial (Zimbabwe, English, 6:36) http://www.freedomcollection.org/interviews/jestina_mukoko/?vidid=744
Jestina Mukoko, a human rights activist from Zimbabwe, discusses how she was arrested and brought to trial for her political activism without being informed of her crime or given access to legal representation.
 - Chen Guangcheng: The One-Child Policy (China, subtitled, 3:50) http://www.freedomcollection.org/interviews/chen_guangcheng/?vidid=1052
Chen Guangcheng discusses China's one-child policy.
 - Mahmoud Salem: State Security Target (Egypt, English, 1:48) http://www.freedomcollection.org/interviews/mahmoud_salem/?vidid=712
Egyptian blogger Mahmoud Salem talks about being a target of various Egyptian security forces for his activism and his blogging.
 - Berta Soler: Race in Cuba (Cuba, subtitled, 2:48) http://www.freedomcollection.org/interviews/berta_soler/?vidid=1124
Berta Soler, a human rights activist and leader of the Ladies in White movement, talks about racism in Cuba and how the government treats her and other black Cubans.
3. (20 minutes) Ensure students have access to the Internet. Ask them to get in their assigned groups from the past two days. Tell them they are going to continue their analysis from Lessons 2 and 3 by examining the experience of personal rights in their two assigned countries, one that is free and one that is not free. Students should go to these resources for evidence to complete the *Personal Rights Analysis* handout:
- Access the Freedom House website (<http://www.freedomhouse.org/report>

[types/freedom-world](#)) to learn about the experience of economic rights in their countries of study.

- Visit the Freedom Collection's website (<http://www.freedomcollection.org/>) to watch oral history videos from dissidents in their countries, if available. Use these personal accounts to supplement your analysis.
 - Additional resources:
 - Freedom House, *Freedom on the Net*.
Accessed: <http://www.freedomhouse.org/report-types/freedom-net#.UwYervldVqU>.
 - Freedom House, *Freedom of the Press*.
Accessed: <http://www.freedomhouse.org/report-types/freedom-press#.UwYezvldVqU>.
 - Reporters without Borders, *Worldwide Press Freedom Index*.
Accessed: <http://en.rsf.org/press-freedom-index-2013,1054.html>
 - U.S. Commission on International Religious Freedom, *Annual Report*.
Accessed: <http://www.uscirf.gov/reports-and-briefs/annual-report.html>.
4. (15 minutes) To conclude the lesson, number each group member 1 through 4 and post one of the following questions on each wall of your classroom. Tell students to go to the question they have been assigned and discuss their thoughts with the other students, using specific evidence from the countries they have studied to support their answer.
- Question 1: How does an individual's experience of personal rights differ between the free and not-free countries you have analyzed?
 - Question 2: Describe the repression of personal rights in the not-free countries you studied. What patterns can you see?
 - Question 3: What connections can you make between the experience of personal freedom and the presence of a limited, democratic system of government, such as that of the United States?
 - Question 4: What areas of an individual's public and private life encompass personal rights?

Give students time to discuss their answers and then have each group share with the class. (NOTE: If time is short, teachers may assign this activity for written homework.)

ENRICHMENT/EXTENSION ACTIVITIES

- To increase understanding, ask students to find and explain primary source images and documents that support their findings about personal rights in the countries they studied.
- Engage in additional analysis and examine to what extent personal rights limit the actions of government, other individuals, or both.
- Engage in additional analysis and examine what distinguishes the political right of free speech from the personal right of free expression. Consider to what extent some forms of free expression such as blasphemy, pornography, inflammatory language, and incitement to violence should be regulated.

HANDOUT 1

PERSONAL RIGHTS ANALYSIS

As you conduct your analysis and collect and record specific evidence in the chart below, prepare to answer the following questions:

- How would you describe the general personal rights of individuals in your countries of study?
- What evidence do you have of individuals' ability to exercise their personal rights?

Assigned Country #1: _____

Assigned Country #2: _____

Describe the social system (if any) that exists in your country of study. _____

Describe the social system (if any) that exists in your country of study. _____

PERSONAL RIGHTS	EXAMPLES/EVIDENCE OF THIS IN THE U.S.	COUNTRY #1	COUNTRY #2
TOPIC: FREEDOM OF EXPRESSION AND BELIEF			
Express your opinions freely in public and private			
Have access to free and independent media			
Worship and think freely in public and private			
Receive an education that is free from political indoctrination			
TOPIC: FREEDOM OF ASSOCIATION			
Assemble or organize a public demonstration			
Form civic groups, interest groups, and other associations			
TOPIC: RULE OF LAW			
Experience due process of the law under an independent judiciary			
Enjoy protection of the rights of all people, including the minority and people requiring particular safeguards (e.g., women, children, racial groups, resident aliens, visiting foreign nationals)			

PERSONAL RIGHTS	EXAMPLES/EVIDENCE OF THIS IN THE U.S.	COUNTRY #1	COUNTRY #2
TOPIC: PERSONAL AUTONOMY			
Make decisions about modes of life pursued apart from political action			
Move and travel without restrictions			
Have privacy with spheres of activities not properly public			
Marry, establish a family, and raise children			

The Freedom Collection Presents:

FREEDOM MATTERS!

COMPARING INDIVIDUAL
EXPERIENCES OF FREEDOM

Unit 2, Lesson 5



THE BUSH INSTITUTE

AT THE

GEORGE W. BUSH PRESIDENTIAL CENTER

UNIT 2, LESSON 5

COMPARING INDIVIDUAL EXPERIENCES OF FREEDOM

INTRODUCTION

In this lesson, students will demonstrate their understanding of how individuals experience freedom differently in countries with democratic and undemocratic forms of government. Students will consider which individual rights are most important to them and, using video testimonies from the Freedom Collection, explore factors that have inspired contemporary political dissidents to advocate for freedom and democracy in their countries.

GUIDING QUESTIONS

- How do individuals around the world experience freedom differently?
- Which of the rights discussed do you think are most essential to an individual's experience of freedom?
- What is the relationship between democratic government and the quality of an individual's experience of rights?
- What factors have inspired some individuals to become dissidents and advocate for freedom in their countries?

OBJECTIVES

STUDENTS WILL:

- Compare individual experiences of freedom in different parts of the world today.
- Analyze the relationship between democratic systems of government and the quality of an individual's experience of freedom.
- Consider which individual rights are most important to them.
- Examine why some contemporary political dissidents have become advocates for freedom and democracy in their countries.

LENGTH OF LESSON

- 60 minutes

CURRICULUM STANDARDS

TEKS

- WH.9.D “Identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.”
- WH.21A “Describe how people have participated in supporting or changing their government.”
- WH.29A “Explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view.”
- WH.29B “Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.”
- WH.30 “The student communicates in written, oral, and visual forms.”
- WH.31A “Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.”

AP WORLD HISTORY

- AP.6.3.III.A “The notion of human rights gained traction throughout the world.”

BACKGROUND

Over the past century an unprecedented transformation in the condition of world freedom has taken place. In 1900, there were no true democracies among the globe’s sovereign states. Even the few societies that chose their leaders through elections fell well short of the standards by which a free people are judged today. Thus, in the United States, women were denied the vote and blacks were victims of pervasive discrimination both in law and in practice.

The world has become a much different place since then. By the year 2000, citizens in 45 percent of the world’s countries enjoyed a wide range of freedoms, including honest elections, the right to express dissenting opinions, a strong rule of law, broad economic liberties, and laws that guarantee equal rights for women. By contrast, the citizens of about 25 percent of the world’s sovereign states lived under outright oppression, with fraudulent elections, press censorship, the imprisonment of dissidents, widespread corruption, and an unjust legal system.

Freedom’s progress did not occur along a consistent, year-by-year pattern, but in three major waves. The first, in the period before and immediately after World War I (1914–1918), saw the expansion of elections in Europe and major gains for women’s suffrage. The second wave took place immediately after World War II (1939–1945), when, in reaction to the rise of totalitarian dictatorship, societies in Western Europe, North America, and elsewhere established systems of government that included both elections and civil liberties and the movement to free colonial territories in Asia, Africa, and the Middle East got underway.

The third, and most substantial, wave took place in the final decades of the twentieth century. From Western Europe to Latin America to Asia and Africa, societies that had been ruled by military governments or dictators made the choice for democracy. During the same period, the world's most enduring totalitarian movement, Communism, collapsed almost completely, and many of the liberated societies opted for democracy and free institutions.

Among other things, these changes have meant that people in many societies throughout the world no longer think of themselves as subjects, but rather as citizens with a wide array of rights. The process that has transformed the world's concepts of rights and freedoms has been propelled by writers and theorists, ranging from Adam Smith to the American Founding Fathers to more contemporary figures like George Orwell. The momentum toward freedom also reflected the reaction to the crimes of the Nazis. The Universal Declaration of Human Rights, which the United Nations adopted shortly after World War II, and a number of other agreements enshrining various freedoms in international law have been adopted by many nations in subsequent years. More important has been the emergence of a vigorous global civil society that has pressed forward the goals of securing individual rights.

There are many remaining problems today, beginning with the outright rejection of democracy by two large powers, China and Russia. But we can count as a major achievement the fact that there are few societies today in which the individual lives under conditions of absolute dictatorship or totalitarian rule. In few societies does the state restrict the rights of individuals to move about the country or travel abroad. Governments differ widely in the degree to which they intervene in economic matters, but very few governments maintain the level of strict domination that marked the Soviet Union throughout most of the twentieth century (1917-1991). The advance of the Internet since the late twentieth century has made it all but impossible for governments to erect information blockades.

Yet someone who lives in a free society experiences life much differently than a citizen in an authoritarian environment. A citizen in a democracy has unfettered access to a wide variety of opinions and news sources. In a repressive society, the major media are often vehicles for propaganda. In a democracy, a citizen has confidence that elections will be conducted honestly, and not rigged or manipulated as is often the case in authoritarian settings. In democracies, police abuse is unusual, and civil liberties advocates play a vigorous watchdog role. Under authoritarian rule, the security forces routinely carry out beatings and torture with impunity.

The impressive gains that the advocates of freedom registered during the twentieth century have triggered a backlash among rulers who fear democratic competition and the movement for expanded rights. Authoritarian rulers today have developed methods of political control that are designed to suppress the advocates of democracy while allowing their countries to take part in the global economy.

But these modern authoritarians have not succeeded in crushing dissident ideas or organized movements for reform. People are better educated and more aware of their rights than ever before in history. They communicate with like-minded advocates in other societies through the Internet. They are inspired by successful movements in other societies. Some are motivated by pervasive injustice inflicted by an uncaring leadership and brutal police tactics. Some are pushed into action by widespread corruption—the notion that their leaders are “thieves and bandits.” Some seek narrow goals such as the

protection of a forest endangered by development or the right to religious worship without the interference of the state. But while the immediate goals may differ from one society to another, the solution invariably lies in the attainment of the core institutions of democracy: freedom of speech and protest, the rule of law to protect these rights, and honest elections that enable citizens to choose leaders who will chart a new direction for their people.

RESOURCES

- Chart paper and markers
- Handout 1, Selecting Significant Rights
- Freedom House, Country Status, and Freedom Ratings
<http://freedomhouse.org/report/freedom-world/freedom-world-2014#.Uym9GqMo5LM>
- Freedom Collection videos
 - Ellen Johnson Sirleaf: Hope for the Children of Liberia (Liberia, English, :39)
http://www.freedomcollection.org/regions/sub_saharan_africa/liberia/ellen_johnson_sirleaf/
 - Zin Mar Aung: Why I Became a Dissident (Burma, English, 3:19)
http://www.freedomcollection.org/interviews/zin_mar_aung/?vidid=957
 - Doan Viet Hoat: Imprisoned (Vietnam, English, 2:57)
http://www.freedomcollection.org/interviews/doan_viet_hoat/?vidid=197
 - Berta Soler: Vision for Cuba (Cuba, subtitled, 4:07)
http://www.freedomcollection.org/interviews/berta_soler/?vidid=1142
 - Radwan Ziadeh: Becoming a Human Rights Activist (Syria, English, 2:54)
http://www.freedomcollection.org/interviews/radwan_ziadeh/?vidid=865

PREREQUISITES

This lesson assumes students have completed Lessons 2–4 from Unit 2.

NOTES TO THE TEACHER

- Teachers may elect to use any or all of the suggested videos, which are available to download in advance of a lesson from the Freedom Collection website. Each video has an accompanying transcript that is also available on the website.

PROCEDURE

(times below are suggested)

1. (1 minute) Warm-Up: Begin the lesson by having students watch the following video clip, asking them to reflect on the following question as they listen: “Why do you think President Ellen

Johnson Sirleaf starts with the children of Liberia when considering the future of freedom and democracy in her country?"

- Ellen Johnson Sirleaf: Hope for the Children of Liberia (Liberia, English, :39)
http://www.freedomcollection.org/regions/sub_saharan_africa/liberia/ellen_johnson_sirleaf/
2. (4 minutes) After watching the clip, ask students to discuss with their group from Lessons 2-4 why President Sirleaf focuses on the children. They should also discuss, based on information in the video clip, what differences exist between children living in societies that are free and those living in societies that are not free.
 3. (5 minutes) Instruct students to review the analysis they completed in Lessons 2-4, focusing on the individual's experience of political, economic, and personal freedoms in countries with democratic and undemocratic systems of government. Give them time to discuss the differences they have seen and make concluding statements based on their three days of analysis.
 4. (10 minutes) Next, tell students they are going to create two acrostic poems using the word "RIGHTS" and facts to demonstrate their understanding of individual rights in the countries they analyzed. Explain that in an acrostic poem each line should begin with a word that starts with a letter from the term "RIGHTS." Provide students markers and two pieces of chart paper, one for each of their assigned countries. Instruct them to write the name of the country and its Freedom House "Freedom Rating" (free, partly free, not free, plus average of scores for Political Rights and Civil Liberties) at the top of each sheet of paper. They should then write their acrostic poem vertically under the country title. Share the following example with students before they begin:

Country Name	Not Free
<u>R</u> igid restrictions of property ownership	
<u>I</u> can't travel freely without permission from government	
<u>G</u> overnment rigs elections	
<u>H</u> orrible treatment of prisoners thrown in jail for expressing views	
<u>T</u> ight government control of media and free expression	
<u>S</u> trict regulation of who can run for office	

5. (15 minutes) Once students have completed their acrostic poems, instruct them to hang the democratic countries on one side of the room in order of their overall Freedom Rating from Freedom House. Do the same with the undemocratic countries on the other side of the room. Allow students a few minutes to walk around and examine the posters of the other groups and then discuss as a class the following questions:
 - What does the quality of life look like in a free versus a not-free country?
 - What is the relationship between democratic government and the quality of an individual's experience of rights?

6. (10 students) Provide each student with a copy of the “Selecting Significant Rights” handout, instructing them to work on their own to read through the list and consider which rights they believe are most important to an individual’s experience of freedom. Ask students to highlight the five rights they would secure first. They may select only five and should offer evidence to justify their choice. After students have had a chance to select their five, share the key and allow them to evaluate which category of rights—political, economic, or personal—is most important to them. If students overwhelmingly chose one category, ask them why they think that was.
7. (15 minutes) Choose 2–3 of the following video clips from the Freedom Collection’s oral history collection. Ask students to consider the following questions as they watch the clips: “What factors inspired these individuals to become dissidents and advocate for freedom in their countries? How do the rights that inspired them differ from the ones you identified as most important? What impact do their stories have on your own thinking about freedom, democracy, and individual rights?” Ask for volunteers to share their thoughts with the class.
- Zin Mar Aung: Why I Became a Dissident (Burma, English, 3:19)
http://www.freedomcollection.org/interviews/zin_mar_aung/?vidid=957
Zin Mar Aung, a civil society leader and former political prisoner, describes how she became interested in political science and became active in advocating for democracy and an independent civil society in Burma.
 - Doan Viet Hoat: Imprisoned (Vietnam, English, 2:57)
http://www.freedomcollection.org/interviews/doan_viet_hoat/?vidid=197
Doan Viet Hoat, a writer, scholar, and former prisoner of conscience, discusses how he was jailed for publishing an underground newsletter advocating for democracy and human rights in Vietnam.
 - Berta Soler: Vision for Cuba (Cuba, subtitled, 4:07)
http://www.freedomcollection.org/interviews/bertha_soler/?vidid=1142
Berta Soler discusses how she wants her country to practice free and fair election cycles accompanied by peaceful transitions of power.
 - Radwan Ziadeh: Becoming a Human Rights Activist (Syria, English, 2:54)
http://www.freedomcollection.org/interviews/radwan_ziadeh/?vidid=865
Radwan Ziadeh, a dissident and democracy advocate from Syria, describes why he began to advocate for political reform and democracy in his country.
8. (5 minutes) To conclude the lesson, have each student select one of the dissidents. Then, ask students to write 3–5 sentences explaining if they believe their dissident would have chosen to keep the same 5 rights they selected in Procedure 6. Instruct students to support their conclusion with evidence from the videos. (NOTE: If time is short, teachers may assign this activity for homework.)

ENRICHMENT/EXTENSION ACTIVITIES

- Ask students to choose a dissident they have studied from the Freedom Collection. Writing in the voice of their dissident and drawing on the experiences they have recounted in their oral histories, ask students to write a letter, diary entry, or newspaper article attempting to raise awareness of the violations of individual rights in their country. This creative piece should explain what factors led to their decision to speak against oppression in their country and include factual examples from the oral histories.

HANDOUT 1

SELECTING SIGNIFICANT RIGHTS

Identify the 5 rights that are most important to you. Be prepared to defend your choices.

Live under a government in which elected officials determine policies.

Establish a business and engage in economic activity with limited government interference and without corruption.

Have access to a strong currency (money).

Express your opinions freely in public and in private.

Form or join a labor union and engage in collective bargaining.

Assemble or organize a public demonstration.

Form civic groups, interest groups, and other associations.

Enjoy protection of the rights of all people, including women and the minority.

Make decisions about your life.

Choose the head of government and other representatives in elections.

Have privacy.

Marry, form and raise a family.

Participate in free, fair, and regular elections with secret ballots.

Rely on unbiased counting of the vote.

Run for office.

Enjoy political rights, even if you are in the minority.

Petition the government.

Live under a government that is accountable, open, transparent, and free of corruption.

Have access to free and independent media.

Worship and think freely in public and in private.

Acquire, own, and use property protected by the rule of law.

Exchange goods and services in open markets, at home and internationally.

Choose and change one's occupation or place of employment.

Experience due process of the law under an independent judiciary.

Form or join an independent or private professional organization.

Vote without fear, coercion, or domination by others.

Choose from more than one candidate.

Join or form a political party.

Move and travel without restrictions.

SELECTING SIGNIFICANT RIGHTS

Live under a government in which elected officials determine policies.

Establish a business and engage in economic activity with limited government interference and without corruption.

Have access to a strong currency (money).

Express your opinions freely in public and in private.

Form or join a labor union and engage in collective bargaining.

Assemble or organize a public demonstration.

Form civic groups, interest groups, and other associations.

Enjoy protection of the rights of all people, including women and the minority.

Make decisions about your life.

Choose the head of government and other representatives in elections.

Have privacy.

Marry, form and raise a family.

Participate in free, fair, and regular elections with secret ballots.

Rely on unbiased counting of the vote.

Run for office.

Enjoy political rights, even if you are in the minority.

Petition the government.

Live under a government that is accountable, open, transparent, and free of corruption.

Have access to free and independent media.

Worship and think freely in public and in private.

Acquire, own, and use property protected by the rule of law.

Exchange goods and services in open markets, at home and internationally.

Choose and change one's occupation or place of employment.

Experience due process of the law under an independent judiciary.

Form or join an independent or private professional organization.

Vote without fear, coercion, or domination by others.

Choose from more than one candidate.

Join or form a political party.

Move and travel without restrictions.