



## History-Social Science Spotlight

TOOLS TO SUPPORT INSTRUCTIONAL PLANNING

December 2021 - January 2022

### Civil Liberties

“Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world... Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world. ”

- Eleanor Roosevelt

Civil liberties, civil rights, and human rights are fundamental cornerstones of society. The classroom, a micro-community, is where students can explore complex issues with teachers who design spaces for connecting, collaborating, and constructing learning. Bringing lessons to the classroom about civil liberties, civil rights, and human rights supports youth who become the responsible change-makers and stewards of tomorrow. Civil liberties, protected rights, and freedoms are guaranteed to each person through the [U.S. Constitution](#). Civil rights, rights of the citizen are protected from unlawful discrimination based on ethnicity, gender, religion, age, disabilities, and sexual orientation. Human rights, inherent to all human beings, include the rights to life, liberty, freedom. [Human Rights Day](#) on December 10th encouraged the world to work together for the equality, justice, and dignity of all humans. The [Universal Declaration of Human Rights](#) proclaimed by the United Nations on December 10, 1948, set a common standard of achievement for all nations and all people to proclaim that no nation may deprive a person of human rights. [Fred Korematsu Day of Civil Liberties and the Constitution](#) is January 30th, bringing attention to Korematsu’s work that led to the [Civil Liberties Act of 1988](#). This month’s issue provides some resources to expand learning: [Civil Liberties](#), [Human Rights](#), and [Book Titles/Activities](#).

### Investigative Questions

Think about ways in which you can challenge your students’ learning through these sample content questions from the [2016 CA HSS Framework](#).

Gradel level samples developed from guidance of the [2016 CA HSS Framework](#)

Grade K: Learning and Working Together (K.1)

Question: How can we learn and work together?

Grade 1: Cultural Literacy: One Nation, Many People (1.5)

Question: How do many different people make one nation?

Grade 3: Rules, Laws and the U.S. Government (3.4)

Question: How has the idea of what it means to be a citizen of the United States changed over time?

Grade 4: U.S. Constitution and Local State and Federal Powers (4.5)

Question: How do ordinary Californians know about their rights and responsibilities in the state and their community?

Grade 8: American Constitutional Democracy (8.1)

Question: How did the American Revolution develop the concept of natural rights?

Grade 9: Law-Related Education

How can the legal system protect civil rights and promote justice in American society?

Grade 10: Revolutions Reshape the World; Democratic Revolutions (10.2)

Question: What are individual or natural rights?

Grade 11: Economic Integration and Contemporary Revolutions in Information, Technology, and Communications (11.11)

Questions: How do ideas about universal human rights relate to other value and identity systems in the contemporary world, including resurgent religiosity?

Grade 12: Principles of American Democracy (12AD-1)

Question: What is the citizen’s role in assuring these basic rights and protections to all?

The Global Economy (12E.6)

Question: How are the rights of individuals, families and groups protected in a globalized economic system?

Provide your feedback with this short December/January Spotlight [survey](#).

Share your ideas for future topics with this [short survey](#)! Help build the CCSS community! [CCSS Membership](#)