

NATIONAL
GEOGRAPHIC

GLOBAL ISSUES

HUMAN RIGHTS



INTRODUCING THE ISSUE

Protecting Human Rights 4

WORLD HOT SPOTS MAP

Human Rights Alert 8

CASE STUDY ONE

SOUTH AMERICA

Squashing Democracy in Venezuela 10

CASE STUDY TWO

SOUTHEAST ASIA

Indonesia: From Dictatorship to Democracy 16

NATIONAL GEOGRAPHIC AT WORK

JOHN BUL DAU

Saving a Lost Generation 22

WHAT CAN I DO?

Conduct a Survey 26

RESEARCH & WRITE: EXPLANATORY

COMMON CORE STANDARDS

Write an Explanatory Article 28

VISUAL GLOSSARY 30

INDEX 32



Write an Explanatory Article

When the United States was founded, many states kept African Americans and women from voting. Write an article explaining how the United States gradually changed from that system of government to one of universal suffrage, in which almost all citizens have the right to vote.

RESEARCH

Examine the changes to voting laws that have taken place in the United States since the U.S. Constitution was first adopted. Look for answers to the following questions:


- When was the requirement to own property dropped?
- When and how did women and minorities gain the right to vote? What was the Voting Rights Act of 1965, and why was it important?
- When, how, and why did the voting age change?

Take notes as you research, selecting relevant and well-chosen facts, dates, examples, quotations, and concrete details.

COMMONLY PROTECTED HUMAN RIGHTS

Right to vote
Freedom from slavery
Freedom of thought
Freedom of religion
Right to own property
Freedom of speech
Freedom of the press
Freedom of assembly
Freedom of movement
Right to a fair trial
Right to equal treatment
before the law

Source: United Nations Declaration
of Human Rights



Journalists in Ukraine hold signs that read "Censorship Not!" and "Liberty of Speech." They are peacefully protesting the government's attempt to force them off radio and television because they have criticized the government.



THE IMPORTANCE OF HUMAN RIGHTS

The idea of human rights has existed for centuries. Even in ancient Greece, some **philosophers**—people who discuss ideas to gain wisdom—taught that all people have rights that not even kings could take away from them. It was a world-changing idea, but it took almost 2,000 years for governments to begin to respect and protect human rights.

Over time, as democratic institutions developed, the people—not a king or queen—came to be seen as the source of government authority. As a result, some of the earliest laws about human rights safeguarded political rights.

Other commonly protected human rights have been advanced through the years. The trend in recent history has been to grant more human rights around the world. To limit human rights is to limit people's potential. Human rights matter because they preserve the equality and dignity of all people.

KEEPING A WATCHFUL EYE

Although human rights are universal, not all countries protect them, nor do all countries grant exactly the same rights. And even when human rights have been granted, they can be **revoked**, or taken back. This situation can occur when governments are not stable enough to protect human rights, or it may occur when an economic crisis or natural disaster puts pressure on a government. It can happen even in a democracy. For example, in the 1950s, the government of France denied some human rights to people living in Algeria, a North African country that was a French territory at the time.

To prevent such abuses, citizens must work constantly to protect human rights. As you read, you will learn what can happen when people lose human rights and how people around the world have fought to regain them.

Explore the Issue

1. **Summarize** What are human rights, and why are they important?
2. **Draw Conclusions** Which human rights do you think enable people to take part in the political process?

What Can I DO?

Conduct a Survey

Find out which rights the First Amendment of the U.S. Constitution guarantees. Survey people in your community to discover which of these rights people view as most important. For example, ask people if they had to give up one of their rights, which would they choose and why? Make a presentation that describes your survey results and explains the importance of the right that most would give up.

RESEARCH

- Work in pairs as you use the Internet or library to research the First Amendment in the Bill of Rights.
- Write out the full text of the First Amendment. Look up any unfamiliar words you encounter.
- Make a list of protected rights in the First Amendment.

DISCUSS

- Determine the questions you will ask on your survey, and make sure they are worded clearly.
- Decide whether you will survey other students, adults, or a combination of both groups.
- Select a reasonable number of people to survey so that your survey represents the people, or a certain group of people, in your community.



In 2010, citizens in California exercised their right to vote guaranteed by the U.S. Constitution.

ANALYZE

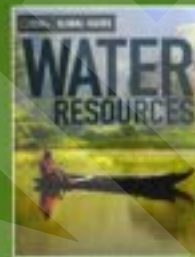
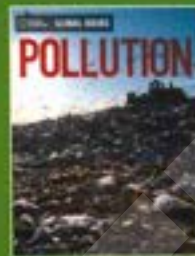
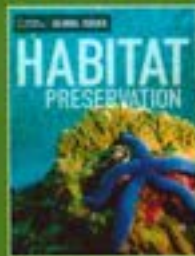
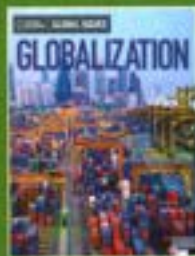
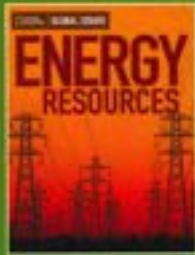
- Examine the data to identify the most important and least important rights based on responses given, and also analyze people's reasons for their choices. Do you notice any patterns?
- Make a graph or chart to organize your data, and be sure to include a title and labels.
- State reasons, facts, and examples to show the importance of the right most would give up.

SHARE

- Make a poster, bulletin, or multimedia presentation to present your results. What conclusions did you draw from your data?
- Conduct a class discussion on this question: Why is it important to protect rights guaranteed by the First Amendment?
- Inspire others to value the First Amendment by discussing instances when these rights have been violated.



THE
**GLOBAL
ISSUES**
SERIES



1080L



888-915-3276 NGL.Cengage.com

ISBN 978-0-7362-9793-6



9 780736 297936

90000>