

HUMAN RIGHTS IN NATIONAL SECURITY

An Educator's Toolkit

INTRODUCTION

Most individuals under the age of 30 have limited or no memories of the world before the attacks of September 11, 2001. Many were not old enough to fully understand how the subsequent U.S. response, including the so-called “War on Terror” and its resulting policies, impacted human rights.

More than fifteen years after 9/11, the consequences of these policies continue to manifest themselves in new and different ways, even as public and media attention wanes. These trends are especially apparent among young people, who reportedly demonstrate low rates of awareness of issues such as indefinite detention or drone strikes, and often exhibit lower levels of civic participation around national security and human rights issues.

That's where *Human Rights in National Security: An Educator's Toolkit* comes in. The events of the past fifteen years are highly relevant in a number of academic disciplines: civics, political science, law, literature, film, religious studies, international relations, and more. Today's students will be tomorrow's ambassadors, advisors, advocates, activists, artists, educators, health workers, journalists, military officials, policymakers, trainers, and other influential leaders. Thus, this toolkit provides educators with lesson plans and resources to address these issues in the classroom, and to empower students to assess their developments through a human rights lens.

This toolkit is intended to raise awareness among students ages 16-20 of the intersection of human rights and national security. Additionally, it is intended to increase participation among high school and college students in activism and advocacy around torture, surveillance, anti-Muslim hate, indefinite detention, and other common human rights violations associated with post-9/11 U.S. policy.

DIGITAL RESOURCES

Visit <http://natsecedu.amnestyusa.org/> to access the toolkit modules, along with supplemental digital content, including a training webinar for educators.

Additionally, be sure to use the online portal to report back on your experience utilizing this toolkit, to share feedback and to inform us of student responses and actions. Students are also encouraged to access the Web site directly, to give their own feedback and share any actions taken. Both educators and students are encouraged to sign up for updates from Amnesty International USA's Security With Human Rights program.

THE MODULES

Human Rights in National Security: An Educator's Toolkit contains four modules, each providing lessons and resources on a key area of U.S. national security policy post-9/11. You may choose to utilize one, some, or all four – each module can be taught alone, although we highly recommend teaching the modules chronologically from one through four.

MODULE 1: INTRODUCTION TO HUMAN RIGHTS AND NATIONAL SECURITY

This introductory module includes activities introducing the sources, foundations and principles of human rights. This module covers the Universal Declaration of Human Rights and other key documents that establish international human rights law. The module also introduces the perceived tension between security and rights, and identifies human rights that are often vulnerable to abuse by governments in the name of national security.

MODULE 2: GLOBAL LETHAL FORCE AND DRONE STRIKES POST-9/11

In this module, students engage in discussions about the 9/11 attacks, and the U.S. government's response. Students dive deeper into both the laws of war and international human rights standards governing the use of global lethal force, and assess how the theory of "global war" impacts civilians and communities living in areas of conflict.

MODULE 3: DETENTION AND TORTURE

In this module, students will understand the historic context for the absolute prohibition on torture, and grapple with U.S. post-9/11 use of secret detention, enforced disappearance, and torture. Students will hear the stories of impacted individuals and will be empowered to apply a human rights analysis to the ongoing debates regarding detention and interrogation in the name of national security.

MODULE 4: SURVEILLANCE AND DISCRIMINATION

The final module in *Human Rights in National Security: An Educator's Toolkit* addresses discriminatory monitoring, surveillance, and harassment of Muslim communities in the United States post-9/11. These activities will introduce students to government policies and rhetoric based in fear and hate, and the effects on freedoms of association and expression as well as the potentially normalizing effect on anti-Muslim harassment.

LEARNING OBJECTIVES

Upon completion of the activities in this toolkit, students should:

- Demonstrate knowledge of key sources of international human rights law.
- Engage in critical discussion regarding individual and institutional responsibilities with respect to international human rights within an ethical and legal framework.
- Identify and develop action plans/responses to human rights challenges raised by national security policies.
- Reflect upon their own attitudes, values, and behaviors in relation to human rights principles and laws, as well as U.S. policies and practices.
- Understand various viewpoints and critically engage in dialogues regarding human rights and U.S. national security policies and practices.
- Critically analyze arts and media to identify human rights issues.
- Demonstrate enhanced human rights research skills, including knowledge of key human rights resources.

APPROACHES

INTERNATIONAL HUMAN RIGHTS FRAMEWORK

Human Rights in National Security: An Educator's Toolkit is grounded in the international human rights framework. By introducing key sources of international human rights law, including the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, the International Covenant on Economic, Social and Cultural Rights, the Convention Against Torture, and other treaties and agreements, this resource will establish a framework by which students may analyze the events of the past fifteen years and the ongoing impact on current events. Additionally, students will be empowered to apply human rights principles in their schools and communities.

HUMAN RIGHTS EDUCATION METHODOLOGY

Education in human rights is itself a fundamental human right and also a responsibility: the Preamble to the Universal Declaration of Human Rights (UDHR) exhorts “every individual and every organ of society” to “strive by teaching and education to promote respect for these rights and freedoms.” This toolkit provides an opportunity for educators to enhance their human rights education practices.

Human rights education is a deliberate, participatory practice aimed at empowering individuals, groups and communities through fostering knowledge, skills and attitudes consistent with internationally recognized human rights principles.

Human rights education is not merely education about and for human rights, but education through participatory methodologies that respect the rights of learners and strengthen their capacity for critical thinking and analysis. It can empower people to claim their rights, ensure that duty bearers know their human rights obligations, and build capacity of the human rights movement to take action to promote and protect human rights.

This toolkit integrates human rights education processes to encourage students learning with overall goals of preventing human rights abuses in the future and combating discrimination, promoting equality, and enhancing people's participation in democratic decision-making processes. Human rights education methodologies in the democratic decision-making processes are grounded in engaged student participation, civic engagement, and service learning.

MEDIA LITERACY

Although the facts of the tragedy that took place on September 11, 2001 are indisputable, many diverse and conflicting points of view exist concerning why they happened, whether the U.S. national policy and practices were appropriate, and whether U.S. actions post-9/11 aligned with international human rights law. The U.S. response, such as the “global war” posture, the use of unlawful detention and torture, and the targeted surveillance and suspicion of Muslim communities, have been met with diverse perspectives and analyses from the public and media. Coverage and debate of these events often contain misinformation or hyperbole.

Educators must help students develop the necessary skills to work through the abundant information and multiple perspectives they will encounter. To achieve an authentic informed discourse on the myriad of issues surrounding U.S. national security policies, we need to frame this crisis in the global context in which it exists. Through the educational sphere of media literacy, these modules offer a process to foster authentic discourse and an approach to framing a global context.

In today's information age, media sources have become the dominant force in shaping our view of reality and our understanding of the way the world works. As educators in this era, we have a professional responsibility to teach our students how best to access and evaluate the vast spectrum of information and the variety of forms and structures, through which they are delivered to them.

The best of scholarship comes from studying more than one source (whether primary, secondary or tertiary). This process of learning also applies to achieving media literacy. Developing media literacy skills can give students tools to identify and evaluate information about their world, from a local to global context.

These educational modules have integrated different media sources, including:

Primary sources are original materials from the time period involved and have not been filtered through interpretation or evaluation. These sources include audio and video recordings, diaries, international treaties and declarations, interviews (e.g., e-mail, oral histories, and telephone), literary creation (e.g., novels, poems, short stories, songs), newspaper articles written at the time, photographs, records of organizations or government agencies, speeches, and websites.

Secondary sources are accounts written after the fact with the benefit of hindsight, interpreting or evaluating primary sources. These sources include biographical works, commentaries, criticisms, magazine and newspaper articles, textbooks, and websites (also considered primary).

Tertiary resources consist of information that is a collection or distillation of primary and secondary sources.

The toolkit attempts to provide a variety of sources and intends that educators will discuss with students the importance of understanding the differences and need to gather diverse sources and outlets. Much of the information provided stems from years of Amnesty International's own documentation.

INTEGRATION OF CURRICULUM STANDARDS AND EDUCATIONAL FRAMEWORKS

The modules have been designed to integrate interdisciplinary curriculum standards and multiple educational frameworks. The modules embed learning objectives, activities, and assessments that address the four dimensions of **College, Career, and Civic Life (C3) Framework for Social Studies Standards**, the **Common Core English Language Arts & Literacy Standards**, and **Standards for High Quality Service-Learning Practice**.

This curriculum is developed within the **College, Career, and Civic Life Framework for Social Studies Standards**, also known as the C3 Framework. As such it is rooted in an inquiry arc that leads students to act in the public sphere:

1. Developing questions and planning inquiries.
2. Applying disciplinary tools and concepts in Civics.
3. Evaluating sources and using evidence.
4. Communicating conclusions and taking informed action.

This end goal, moving students from the acquisition of new information to contributing to a public cause, is often called "service-learning" and can take many forms — from advocating a stance in a letter to a Member of Congress, to convening a public dialogue.

Service-learning's evidence base has been growing since the 1980s as a teaching and learning strategy. Codified in the 2008 *Standards for High Quality Service-Learning Practice*, best practices include:

1. Meaningful Service
2. Link to Curriculum
3. Reflection
4. Diversity
5. Youth Voice
6. Partnerships
7. Progress Monitoring
8. Duration and Intensity

Typically, the student service-learning experience moves from investigation of an issue, to planning and preparation for how to address the issue, to action, to reflection, then to demonstration of learning (the “IPARD” cycle).

See *Service-Learning Lesson Plans and Projects: Human Rights Resources for Teachers*, <http://www.amnestyusa.org/resources/educators/teaching-guides>, a collaborative effort of Amnesty International and Human Rights Education Associates, for more information.

Each module has also included the following English Language Arts Standards:

- **Range of Reading:** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. (CC.1.2.11-12.L)
- **Informative/Explanatory Writing:** Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately. (CC.1.4.11-12.A)
- **Speaking and Listening: Presentation of Knowledge and Ideas:** Purpose, Audience, and Task: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. (CC.1.5.11-12.D)

The toolkit has provided facts, background materials, and more complex texts for reading comprehension. Questions are provided to challenge students' analytical, reasoning, and synthesizing skills and abilities. Students are also asked to demonstrate their work through both oral and written presentations.

ACTIONS AND ASSESSMENT

Educators are encouraged, when possible, to have students share their work with Amnesty International USA through natsecedu.amnestyusa.org. The confidential space will provide a lens into concrete work and actions being undertaken by students. Clear instructions for submitting work and actions are provided on the Web site.

Formative assessments have been integrated into the different modules as activities. Each educator may have different requirements for student assessment as the toolkit targets students ages 16-20. Below are two examples of rubric summative assessments that can be used with the different modules, when evaluating written or presentation work. Educators are welcome to use their preferred evaluation methods according to their school requirements.

FINAL PRESENTATION (SUMMATIVE) RUBRIC

Category	4 (Compelling)	3 (Emerging)	2 (Basic)	1 (Incomplete)	Score
Inquiry/ Research	Focus of inquiry is clearly articulated. Research reflects comprehensive grasp of root causes of issue.	Focus of inquiry is articulated. Research reflects grasp of issue, but lacks identification of root causes.	Focus of inquiry is stated. Research has been conducted, but is incomplete. Root causes not identified.	The inquiry is unfocused, resulting in confusion over root causes of issue.	
Integration of Civics Concepts	All relevant human rights violations within identified issue are enumerated. Relevant public policies are explained. Analysis of how people use and challenge local, state, national and international laws to address the public issue is included.	Most relevant human rights violations within identified issue are enumerated. Relevant public policies are noted. Mention is made re: how people use and challenge local, state, national and international laws to address the public issue is included.	Some relevant human rights violations within identified issue are enumerated. Some relevant public policies are noted. Reference is made to how people use and challenge laws to address the public issue.	Relevant human rights violations are not enumerated. Relevant public policies are missed or incorrect. The presentation reflects an insufficient grasp of how people use and challenge laws to address the public issue.	
Plan for Action	Action plan is broken down into manageable steps, and includes roles and responsibilities, as well as due dates and at least one identified community partner.	The action plan is complete, but steps are not broken down sufficiently, resulting in unrealistic deadlines. At least one community partner is identified.	The action plan includes basic information, but is not clearly expressed. No community partner has been identified.	The action plan is incomplete.	
Communication/ Presentation	Delivery is clear and compelling and adheres to time requirement. Presentation includes appropriate technology: PowerPoint, video clips, infographics, etc.	Delivery is clear and adheres to time requirement. Presentation includes appropriate technology: PowerPoint, video clips, infographics, etc.	Delivery adheres to time requirement. Presentation lacks appropriate integration of technology.	Delivery is unclear.	
Reflection/ Analysis	Comparison to at least one previous community strategy is noted. References to other historical, contemporary or emerging means of promoting the common good and protecting relevant rights explained.	Comparison to at least one previous community strategy is noted. References to other historical, contemporary or emerging means of promoting the common good and protecting relevant rights noted.	Comparison to at least one previous community strategy is poorly explained. References to other historical, contemporary or emerging means of promoting the common good and protecting relevant rights overlooked.	Insufficient comparison to previous strategies.	
TOTAL					/20

ADVOCACY LETTER RUBRIC

Category	4 (Compelling)	3 (Emerging)	2 (Sufficient)	1 (Incomplete)	Score
Introduction	The introductory paragraph is inviting, states the issue, and makes clear the request for action.	The introduction states the issue and includes a request, but is not inviting to the reader.	The introduction is missing either reference to the issue or the request for action.	There is no introductory paragraph that “sets the stage” for the issue addressed in the letter.	
Content	Each body paragraph focuses on one clear topic. Each topic is supported with facts, statistics, or other forms of evidence that demonstrate research. A claim from the opposing viewpoint is addressed. The writer’s perspective is clearly stated.	The body paragraphs elaborate the issue, but the supporting information is general, and/or limited. The opposing viewpoint(s) are noted, but not addressed.	The letter includes supporting information. At least one counter-claim is mentioned, but not explained. The reader can guess the writer’s opinion.	The main idea is not clear. There is a random collection of information. The counter claim is missing. The reader cannot discern the writer’s opinion, and it is unclear what level of research was done.	
Word Choice	Words choice is varied and appropriate to the focus of the letter. A variety of thoughtful transitions are used that connect sentences and paragraphs.	Transitional words and phrases show how ideas are connected, but there is limited variety in word choice.	Ideas are not well connected, although some transitional phrases and words are used.	The transitions between ideas are unclear or nonexistent.	
Conclusion	The conclusion clearly restates the request and call for action.	There is a concluding paragraph, but it is not compelling to the reader.	The conclusion is missing either the restatement of the issue or call for action.	The letter lacks a concluding paragraph.	
Mechanics	The key elements of a business letter are included: address of letter recipients and return address, date, salutation, and signature. There are no spelling or grammatical errors.	Key elements of a business letter are included: address of letter recipients and return address, date, salutation, and signature. There are two-three misspellings and/or grammatical errors.	2-3 key elements of a business letter are included: address of letter recipients and return address, date, salutation, and signature. There are four or misspellings and/or grammatical errors.	Grammatical errors and misspellings obscure the message. Key elements of a business letter are missing.	
TOTAL					/20

TOOLKIT FEEDBACK FROM STUDENTS AND EDUCATORS

Amnesty International USA looks forward to receiving your feedback. We are sincerely grateful for your commitment and time to help us make this resource engage students in understanding the importance of the subject matter and skills needed to become civically-engaged activists.

We commit to working with your feedback to strengthen this toolkit. We have included an evaluation for educators, and a separate evaluation for students. Please visit natsecedu.amnestyusa.org to submit evaluations, share actions taken, and provide any other information about your experience with this toolkit and how we can support you.

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