

1.4 – Know Your Rights

Overview

The purpose of this lesson is to explore the intentions, impacts, and limitations of the historic Declaration on the Rights of Indigenous Peoples adopted through the UN in 2007. Students should understand the purpose and phrasing of the declaration, along with the scope of the United Nation’s powers. Afterwards, they will be asked to look back at new or previously explored examples of Indigenous rights being denied or ignored. By the end of the next lesson, students should be able to hypothesize what kind of impact the rights specified in United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) would have had on specific, historic examples.

Objectives

Students will:

- Identify the purpose of UNDRIP
- Identify the limitations of UNDRIP
- Hypothesize impacts of applying new rights to historical examples

Vocabulary

- **UNDRIP:** Abbreviation for United Nations Declaration on the Rights of Indigenous Peoples.
- **Ratify:** When a country’s parliament has seen a convention or treaty and thinks it is alright for the government to accept it.
- **Articles:** A paragraph or a section in a legal document that is numbered; these numbers make it easy to find information, and to write and talk about it.

Background Information

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) was drafted over a 20 year period and, in 2007, ratified by all UN Member Nations (with the exception of the US, Canada, New Zealand, and Australia, who have since joined in). The Declaration was written by indigenous people, voicing their own concerns and asserting their natural rights. While the declaration was groundbreaking in its breadth and support for indigenous rights, it is also largely symbolic, helping to draw attention to inequalities but not resolving existing situations. The *DIGNITY: Tribes in Transition* book and exhibit are dedicated to raising awareness of this Declaration and increasing support for efforts to carry out the intentions of the text.

Subject

Social Justice



Grade

7th-12th

Time

60 – 90 minutes

Materials

- UNICEF Packet on UNDRIP
- Tracking Form for Packet
- http://www.un.org/esa/socdev/unpfii/documents/Second_activity_guide.pdf (UN Published Guide “What Can We Do Now”, suggesting focuses for action.)
- http://www.un.org/esa/socdev/unpfii/documents/faq_drips_en.pdf (UN FAQ, addressing common questions about UNDRIP)

Unit and Lesson Standards

Social Studies:

- HS.7. Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian tribes and bands in Oregon and the United States.
- HS.17. Explain how migration, immigration and communication (cultural exchange, convergence and divergence) lead to cultural changes and make predictions and draw conclusions about the global impact of cultural diffusion.HS.35. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for

Classroom Activity (45-60 min)

The goal of applying specific provisions of the Declaration on Rights to historic examples should be made clear to students before engaging the document. In lesson 1.5, they will make a proposal, which will include notes from at least three sections of UNDRIP, and specify how that might have impacted that historic example. The choice of examples can be left open to students, or materials can be prepared to explore a few pre-selected options. Both have their advantages and disadvantages. Strongly encouraged is the use of Active Reading Strategies, or having students use markings to separate crucial info, identify unknown terms or concepts, and make notes of thoughts, questions, and emotional reactions in the margins. This leads to more processing during reading and easier use of details after. It will likely take 30-50 minutes for students to complete the reading and questions, which you may want to break-up and check-in on during the worktime.

Conclusion (5-10 min)

Depending on your selection of open-choice for historic examples of indigenous groups, students may be advised to search for resources, or to explore those you give. They simply need an example of a group who experienced rights abuses around land, religion, political representation, cultural freedom, ownership of resources, or security, so in other words, not hard to find. Leaving class knowing that they will need to present specific examples of rights abuses, then hypothesize how the application of specific articles of UNDRIP would have impacted these examples, will significantly improve the ease of setup and the outcomes of lesson 1.5.

change.

- HS.57. Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.
- HS.60. Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.
- HS.61. Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.