

**Date Reviewed**

October 2020

**Course**

[Social Studies 6](#)

**Topic**

Comparing Rights

**Big Idea**

Systems of government vary in their respect for human rights and freedoms.

**Essential Question**

How does the United Nations protect human rights?

**Learning Standards****Content**

Students are expected to know the following:

- roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples.

**Curricular Competencies**

*Students are expected to be able to do the following:*

- Students will compare the the Universal Declaration of Human Rights with the UN Declaration on the Rights of Indigenous People. (continuity and change)
- Students will evaluate whether the United Nations is doing enough to protect human rights. (ethical judgement)

**Core Competencies:**

[Communication](#) - I can name 3 human rights and 3 indigenous rights.

[Thinking](#) - I can reflect on reasons that indigenous rights are necessary.

[Personal and Social](#) - I can explain why it's necessary to have more than one international document protecting rights.

**First People's Principles of Learning**

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

## Introduction

Discuss: What is a right? What rights do you have? What rights does every human have?

View: 5-minute TED-Ed video [What Are the Universal Human Rights?](#)

## Pre-Assessment

Journal / Learning Log:

- List some rights you have simply because you are human.
- Is enough being done to protect your human rights? Why or why not?
- Is enough being done to protect everyone's human rights? Why or why not?

## Interactive Learning Activities

Part 1: Universal Declaration of Human Rights

- Provide each student with a simplified version of the [Universal Declaration of Human Rights](#) (UNDHR) and three index cards.
- Use the [Save the Last Word for Me](#) strategy to have students read and respond to the UNDHR.
- Divide the students into groups of three, labeling one student A, one B, and the other C in each group.
- Students should select three rights that stood out for them and write each right on the front of an index card.
- On the back of their cards, students should write a few sentences explaining why they chose that right. What does it mean to them? What connections can they make to something that happened to them, to a film or book, or to something that happened in history or is happening in current events?
- Student A reads one of their chosen quotations to their group. Then students B and C discuss the quotation. Finally, student A reads the back of their card.
- Continue the process with the B students sharing and then the C students.
- Circulate amongst groups to check for understanding and to keep discussion on track.

Part 2: UN Declaration on the Rights of Indigenous People

- Explain that while the UNDHR applies to all people, some rights are for groups of people. For example, the UN has declared rights of children as well rights of indigenous people. Ask why some groups need specific protection of their rights. Students should think of examples of when groups of people such as children, women, and indigenous people have been discriminated against or have faced an imbalance of power.
- Divide students into groups of 2 or 3 and give each group one UNDRIP Article Card and one Example Card.
- Write the following group discussion questions on board:
  - What is our example about?
  - What is the issue?
  - Why is it important?
  - How does it relate to our UNDRIP article?

- Is it a positive example of this right? How does this example support our article?
- Is it an example of an injustice? In what ways does this example fall short of what is outlined in our UNDRIP article?
- Circulate to assess understanding and keep discussions on topic.
- Once each group has had time to discuss, they should take turns presenting their article and example to the whole class. Provide chart paper and tape at the front of the class so groups can post their articles and examples. During group presentations ask probing questions and encourage questions from the rest of the class.
- Note that British Columbia was the first province to pass legislation to implement the UN Declaration on the Rights of Indigenous People in November 2019. As of December 2020, Ontario, Quebec, Alberta, Saskatchewan, Manitoba and New Brunswick were still wanting to delay Canada's implementation of UNDRIP.

### Part 3: Comparing Rights

- Write on the board the following 10 categories of rights:
  - culture
  - identity
  - religion
  - language
  - health
  - education
  - community
  - freedom
  - safety
  - movement
  - economic
  - political
- Put students into groups of two. Distribute articles from UNDHR and UNDRIP so that each pair has at least one article. Pairs should read their article(s) aloud and come to consensus about which category best fits and then tape each article beside the relevant category on the board. Review students' categorization of articles and suggest revisions.
- Have students create a [Venn Diagram](#) to show which categories of rights are addressed by UNDHR and which by UNDRIP and which by both

### Post-Assessment

#### Place Mat Activity

- Put students in groups of 4 or 5 to address the following question: "Does the United Nations do enough to protect human rights?"
- Each student should write their opinion in their section of the placemat.
- Then groups should engage in discussion to come to consensus on the question which should be written in the center of the placemat.

### Extension Activities

- Show example of [infographic](#) for Universal Declaration of Human Rights
- Have students work in groups to create an infographic for a School Declaration of Rights. Students should consider what rights everyone at the school should have, then rank these rights and create an infographic for the top ten.

- You may want to provide an [infographic template](#).

## Additional References

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United Nations Permanent Forum on Indigenous Issues. [n.d.] “Declaration on the Rights of Indigenous Peoples.” [https://www.un.org/esa/socdev/unpfii/documents/faq\\_drips\\_en.pdf](https://www.un.org/esa/socdev/unpfii/documents/faq_drips_en.pdf)

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<https://nationalpost.com/news/politics/bill-to-enshrine-un-declaration-on-the-rights-of-indigenous-peoples-in-canadian-law>

Yuzda, Liza. 2019. “[B.C. first province to enshrine international standards for Indigenous rights.](#)” *City News 1130*.

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**Materials and Resources**

## UNDRIP Article Cards

<p><b>Article 2: The right to cultural identity</b> Indigenous peoples are equal to all other peoples, but they also have the right to be different, for example in the way they dress, the food they eat and in the language they speak.</p>	<p><b>Article 4: Protection from discrimination</b> The right to be free from discrimination means that governments must ensure that indigenous peoples and individuals are treated the same way as other people, regardless of sex, disability or religion.</p>
<p><b>Article 7: Right to life, liberty and security</b> Every indigenous person is born with the right to life, to live freely (liberty) and to be safe and secure. Indigenous peoples as a group have the right to live freely, be safe and secure, and not exposed to violence.</p>	<p><b>Article 8: Assimilation or destruction of culture</b> Indigenous peoples and individuals have the right not to be assimilated – meaning, they have the right not to be forced to take up someone else’s culture and way of life, and for their culture not to be destroyed.</p>
<p><b>Article 9: Belonging to an indigenous community or nation</b> Indigenous peoples and individuals have the right to belong to indigenous communities or nations. They may not be discriminated against because of their belonging to (being a member of) an indigenous community or nation.</p>	<p><b>Article 11: Right to culture</b> Indigenous peoples have the right to practice and revive their culture and traditions. Governments will work with indigenous peoples to ensure indigenous property rights to their cultures, knowledge, spiritual and religious traditions are respected, and to address cases where these have been used without permission. free, prior and informed consent.</p>
<p><b>Article 12: Right to spiritual and religious traditions and customs</b> Indigenous peoples have the right to practice their spiritual and religious traditions. Governments will, with indigenous peoples, ensure that indigenous peoples are free to practice, protect and revive and keep alive their cultures, spiritual, religious and knowledge traditions.</p>	<p><b>Article 13: Right to know and use language, histories and oral traditions</b> Indigenous peoples have the right to recover, use and pass on to future generations their histories and languages, oral traditions, writing systems and literature and to use their own names for communities, places and people. Indigenous peoples also have the right to be heard and understood in their own languages in different settings as for example in court, through an interpreter.</p>

<p><b>Article 14: Establishment of educational systems and access to culturally sensitive education</b>  Indigenous peoples have the right to set up and manage their own schools and education systems. Indigenous individuals, particularly children, have the same right as everyone else to go to school and cannot be left out because they are indigenous.</p>	<p><b>Article 15: Accurate reflection of indigenous cultures in education</b>  Indigenous peoples have the right to their cultures and traditions being correctly reflected in education and public information. Governments will work with indigenous peoples to educate non-indigenous peoples in ways that respect indigenous peoples' rights and promote a harmonious society.</p>
<p><b>Article 16: Media</b>  Indigenous peoples have the right to create their own media (i.e. radio, TV, and newspapers) in their own language and to access non-indigenous media. Government-owned media has a duty to reflect indigenous cultural diversity. Governments will also encourage privately owned media to reflect indigenous cultural diversity.</p>	<p><b>Article 18: Participation in decision-making</b>  Indigenous peoples have the right to take part in decision-making in all matters affecting them. This includes the rights of indigenous peoples to select who represents them and to have indigenous decision-making processes respected.</p>
<p><b>Article 25: Spiritual relationship with traditional land and resources</b>  Indigenous peoples have the right to their special and important spiritual relationship with their lands, waters and resources and to pass these rights to future generations.</p>	

Articles taken from Facing History  
<https://www.facinghistory.org/resource-library/image/udhr-infographic>

## Examples for UNDRIP Articles

“One of my favourite things about my culture is how we’re taught that everything on the Earth is to be respected. It’s an important part of the culture and covers everything. That includes respecting yourself. Respecting yourself is one of the most important things my culture has taught me. Also, the land, water, plants, air and animals are all very important to our culture and need to be respected. Without any of it, what would we be?”  
-Kateri, a Mohawk youth from a community in Quebec

### Terra Nullius (TER-ah NOO-lee-us)

The idea of Terra Nullius, which in Latin means “land belonging to no-one”, meant European countries could send out explorers and when they found land, they could claim it for their nation. These were often lands we were using.

### Indian Act

In 1876 all the laws dealing with us were gathered together and put into the Indian Act. The Indian Act completely changed our lives. As long as our cultures were strong it was difficult for the government to take our lands so the government used the Indian Act to attack who we were as peoples. Hunting and fishing were now limited and our spiritual ceremonies like the potlatch, powwow and sundance were now against the law. This didn’t change until the 1950’s.”

### Residential Schools

From the mid-1800’s until the 1990’s, the federal government took First Nations, Inuit, and Metis children from our homes and communities and put them in boarding schools that were run by churches. The official partnership between the federal government and the churches ended in the 1970’s but some churches continued to operate schools until the 1990’s. We didn’t have a choice about this. Sometimes the police arrived to take our children away. These schools were often very far from our homes and our kids had to stay at them all or most of the year. Mostly they were not allowed to speak our languages and were punished if they did. Often they weren’t given enough food. The last Indian residential school closed in 1996.

We have language immersion programs and healing initiatives based on our traditional values. Our elders are passing on land-based skills to our youth and mothers and grandmothers are working to address violence in our nations by reinstating ceremonies that honour women. Our leaders are using courts to have our rights recognized and many of our nations are growing. We see treaties as living agreements that, if respected, will allow people from all backgrounds to share the land peacefully and respectfully. We are strong and resilient having survived centuries of efforts to make us disappear.



Shannen Koostachin of Attawapiskat First Nation has a dream: safe and comfy schools for First Nations children and youth, and classes that respect First Nations cultures. She worked tirelessly to try to convince the federal government to give First Nations children a proper education and fair funding.

Shannen said, “I want to tell you what it is like to never have the chance to feel excited about being educated.... It’s hard to feel pride when our classrooms are cold, and the mice run over our lunches and when you don’t have proper resources like libraries and science labs. You know that kids in other communities have proper schools. So you begin to feel as if you are a child who doesn’t count for anything... We want our younger brothers and sisters to go to school thinking that school is a time for hopes and dreams of the future. Every kid deserves this.”

Examples taken from KAIROS Blanket Exercise

[https://www.kairosblanketexercise.org/wp-content/uploads/sites/7/dlm\\_uploads/2017/04/Standard-Script-4th-Edition.pdf](https://www.kairosblanketexercise.org/wp-content/uploads/sites/7/dlm_uploads/2017/04/Standard-Script-4th-Edition.pdf)