

1.5 – Proposal Workshop

Overview

The purpose of this lesson is to allow students a chance to approach a specific series of events for an indigenous group, and then apply the concepts of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) to those events, demonstrating an understanding of both the events and the objectives of the Declaration.

Objectives

Students will:

- Demonstrate knowledge of a specific Indigenous group, along with the events associated with their chosen example.
- Apply the concepts of UNDRIP to their chosen example.
- Evaluate the proposals of classmates.

Vocabulary

- **UNDRIP:** Abbreviation for United Nations Declaration on the Rights of Indigenous Peoples.

Background Information

(Repeated from Lesson 1.4) 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 was largely dedicated to raising awareness of this Declaration and increasing support for efforts to carry out the intentions of the text.

Classroom Activity (30-45 min)

As the objective is to complete all sections of the Indigenous Rights Proposal, the path to completion may depend on time available in class. Students will have to explore historical examples of one indigenous group that has been denied the rights specifically named in UNDRIP. The choices could be open-ended, or resources provided on groups like the Navajo, Cherokee, Nez Perce, or many other Native American Tribes, the Aborigines in Australia, Maori in New Zealand, First Nations or Inuit in Canada, or Aztec and Maya in Mexico.

Subject

Social Justice



Grade

7th-12th

Time

60 – 90 minutes

Materials

- UNICEF Packet on UNDRIP
- Proposal Form
- Presentation Scoring Sheet

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 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

(Interestingly, only Mexico on that list did not fight the adoption of UNDRIP.) Students should use these examples to highlight how the rights of these groups were denied or infringed, but historical examples need not be confined to earlier centuries. Students may choose to focus on current situations throughout the US and other countries, though they may find easier resources available for events which have been studied more in-depth by others.

Conclusion (5-10 min)

If this lesson marks the end of your unit, the Proposal should serve as a post-assessment. If, however, the Research Project is to follow, the segway between this lesson and the next could hinge on student choice. Students could choose to build on the background developed through their proposal, developing their knowledge of a specific indigenous culture by expanding over the next few lessons. Alternatively, they could be allowed to change the culture they've so far focused on, moving to something identified as an interest in the proposal process. The former will lead to a smoother transition and less work (especially for the Researcher in the next phase), but the latter will save students who picked a culture for which they have limited resources. Either way, the Research Project lessons of 1.6 to 1.8 should result in a deeper dive into the chosen culture's history, struggle for rights, and current situation.

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.