

Human Rights Educators USA-NJ Curriculum Integration Guide Project

LESSON TITLE: Rights of Indigenous Peoples

RECOMMENDED GRADE LEVEL(S) FOR IMPLEMENTATION: 9-12/High School

INSTRUCTIONAL TIME OR CLASS SESSIONS REQUIRED:

2-3 days (45 minute instructional period)

1-2 days (80 minute instructional period)

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BRIEF DESCRIPTIVE SUMMARY OF LESSON:

This lesson provides students with an opportunity to evaluate indigenous human rights as proposed by past or current legislation or international agreements. In this specific lesson, students will evaluate the United States government's American Indian policy of the late 1800's; however, the lesson can be adapted for any class that addresses indigenous people's rights or people.

NJ CORE CURRICULUM STANDARD ADDRESSED IN LESSON:

A. 6.1.4.B.6: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.

B. 6.1.P.D.4: Learn about and respect other cultures within the classroom and community.

C: 6.1.8.D.1.b: Explain how interactions among African, European, and Native American groups began a cultural transformation.

D: 6.1.12.A.3.e: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

E. 6.1.12.D.15.a: Compare United Nations policies and goals (i.e., the Universal Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.

CORE CURRICULUM STANDARDS REFERENCED IN LESSON:

1. CCSS ELA-Literacy.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

2. CCSS ELA-Literacy.RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
3. CCSS ELA-Literacy.RH.11-12.5: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LITERACY DEVELOPMENT CONNECTIONS IN LESSON:

- A. Reading a primary source to evaluate government policy
- B. Develop a proposal to address the human rights of indigenous people.

LESSON GOALS/OBJECTIVES—Students will be able to:

1. Identify and review U.S. American Indian policy of the late 1800's.
2. Critically read a primary source
3. Evaluate historical events and government policy.
4. Work co-operatively in groups.
5. Synthesize learned information into a proposal for how the U.S. government can address the contemporary concerns of indigenous people.
6. Analyze the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) to determine the fundamental human rights of indigenous people.

LESSON METHODOLOGY AND PROCEDURES:

Part I (Review of previously learned content)

1. When students get to class, they will create groups of 4.
2. Students will move desks to face each other.
3. In groups of 4, students will complete a formative assessment: Part I of the Rights of Indigenous People Worksheet:
 - a. What were the goals of U.S. American Indian policy of the late 1800's? Briefly explain.
 - b. Why were the United States government and American Indians in conflict during the 19th century? Explain.
 - c. Why were American Indians relocated to reservations? Explain.
 - d. Why did American Indian children go to Indian Schools? Explain.
4. After about 10 minutes, the teacher will discuss the answers with the students as a class, while posing questions to further discussion. Sample follow up questions can be the following:
 - a. How did the reservation system limit the rights of American Indians?
 - b. How did the Dawes Act protect and at the same time violate the rights of American Indians?

- c. What was the goal of Indian Schools, and did they achieve their objective?
- d. How did Indian Schools affect American Indian culture and society?
- e.

Part II--Analysis of the UN Declaration on the Rights of Indigenous Peoples (UNDRIP)

1. After the discussion, the teacher will either pass out, or have students view online the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
 - a. The UNDRIP consists of 46 articles. For time management, you may choose to have each group read a section of the UNDRIP rather than the whole document.
2. Separate the UNDRIP into 9 sections. Each group, assuming you have 5 groups, will evaluate a section of the document.
 - a. Students will independently complete a close reading of their section, underlining and highlighting the important parts of their reading. Additionally, students will summarize each article they are assigned in two to three sentences.
3. After students complete the close reading, students will discuss their assigned articles with their group to check for understanding.
4. Students will then complete Part II of their indigenous Rights Worksheet and evaluate U.S. government American Indian policy of the late 1800's.
5. Students will answer the following questions on the worksheet:
 - a. Did the U.S. government's American Indian policy of the late 1800's violate one or more specific articles of the UNDRIP?
 - b. If an article was violated, how was it violated? Provide specific examples.

Part III (Addressing contemporary indigenous rights)

1. The students will continue to work in the same groups as with Part II of the lesson.
2. Students will be asked to go to the following PBS website: <https://www.pbs.org/indiancountry/index.html> and click on "Today's Challenges." If computers are not available, the teacher can print out the pages of the website for each group.
3. The teacher will assign each group one issue confronting American Indians today in the United States. The website lists the following challenges:
 - a. Identity and Assimilation
 - b. Tribal Sovereignty
 - c. Revitalizing Native Cultures
 - d. Preserving Families
 - e. Economic Development
 - f. Health

4. Students will then complete Part III of their Rights of Indigenous Peoples worksheet. Students will be asked to do the following:
 - a. Provide a summary of what you read on the PBS website. What are the main ideas? How is this issue a concern or challenge for American Indians today? Explain your answer with specific details
 - b. List the challenges you read about. After each challenge cite the article in the UNDRIP that addresses this concern. Finally, what suggestions would you have for the United States federal government for how to address these challenges and concerns?
5. After the students complete these activities. The teacher will break the groups up into new groups (jigsaw) and in the new groups students will share their American Indian challenge, the UNDRIP articles that address the challenge, and their suggestions for how to resolve the issues.
6. The class will conclude with the teacher writing this exit ticket question on the board: How have the activities and discussion about Indigenous Rights changed your thoughts about American Indians in the United States?

ASSESSMENT OF STUDENT PERFORMANCE:

1. Formative: Questioning students to check for understanding prior to the completion of each activity.
2. Formative: Close reading/questions (UNDRIP)
3. Formative: UNDRIP analysis. Teacher will collect, read, and evaluate the analysis of students and determine if additional instruction is necessary for students to master the concepts and content.
4. Formative: Exit ticket questions. Teacher will collect, read, and evaluate the progress of students and determine if additional instruction is necessary for students to master the concepts and content.
5. Summative: Part III, Group proposal/suggestions for addressing the challenges and concern of indigenous people today. Teacher will collect, read, and evaluate the progress of students and determine if additional instruction is necessary for students to master the concepts and content. The teacher will choose one or two groups to discuss their findings and present information to the class. The teacher and students in the audience will pose questions about the proposal for improvement.

LEARNING RESOURCES :

Handouts/Worksheets

1. Close Reading Strategies Worksheet
2. Worksheet titled: Rights of Indigenous People
3. United Nations Declaration on the Rights of Indigenous Peoples

Sources/Readings

SpringerReference (2011): *United Nations Declaration of the Rights of Indigenous Peoples*. United Nations, 2008. Web. 8 Dec. 2015.

EXTENSION RESOURCES:

1. The class can use the UNDRIP to evaluate the current controversy surrounding American Indian mascots. The class can participate in a scored discussion where students discuss whether or not American Indians and other groups of people should be used as mascots.
2. In section II students can participate in a jigsaw with the different sections so that the information is disseminated throughout the class.
3. The summative assessment could provide students with a sample of federal legislation and simulate the legislative process where students have to write a piece of legislation to address the issues raised about indigenous peoples.
4. Students could come in front of the class and present their legislation to the rest of the class where the rest of the class represented different geographic sections of the country (Midwest, south) or different states where students have a background reading of the specific policies those states have had towards American Indians. Students could then vote as they believe the regions or states they represent could vote.

MODIFICATIONS OR ADAPTATIONS OF THE LESSON FOR DIFFERENTIATED LEARNERS:

1. English Language Learners (ELL) could discuss how American Indians are treated in their native countries, and apply the UNDRIP to their country's American Indian policy. The teacher will have to rewrite the UNDRIP in a language that ELL students could easily understand, or identify a remedial version of the document.
2. For classified students or ELL students, create a list of vocabulary words for the students to define, include pictures when possible.

Indigenous People's Rights

Part I. *Answer the following questions individually, then, have each group member share their thoughts and answers to the questions. After everyone has shared their answers, summarize your group's thoughts on a separate sheet of paper.*

1. What were the goals of U.S. American Indian policy of the late 1800's? Briefly explain.
2. Why were the United States government and American Indians in conflict during the 19th century? Explain.
3. Why were American Indians relocated to reservations? Explain.
4. Why did American Indian children go to Indian Schools? Explain.

Part II. *Individually complete the close reading of your assigned UNDRIP articles. In groups, and on a separate piece of paper, answer the following questions.*

1. Did the U.S. government's American Indian policy of the late 1800's violate articles in the UNDRIP? If so which articles?
2. If a specific article was violated, explain how? Make reference to historical events AND to the UNDRIP. Explain your answers.

Part III. *As a group, complete the following on a separate piece of paper.*

American Indian Challenge: _____

1. Provide a summary of what you read on the PBS website. What are the main ideas? How is this issue a concern or challenge for American Indians today? Explain your answer with specific details.
2. List the challenges you read about. After each challenge cite the article in the UNDRIP that addresses this concern. Finally, what suggestions would you have for the federal government of the United States concerning how to address these challenges and concerns?