Activity 8: Intervention before Conflict

Comparative Posters

To complete this assignment the students need two pieces of poster paper or bristle board to make a poster sized chart that will compare issues of human rights in the Occupied Territories and Canada. On each side the students will develop the themes and conclusions for both the Occupied Territories and Canada so that their work can be presented to others.

When they complete this assignment the students may use maps, pictures, and graphics to illustrate their points.

Focus

Is it necessary to allow a conflict between groups to erupt into military conflict before the international community intervenes? Consider the case of Palestine where the local population faced the massive loss of their jobs and professions as they were forced into the Occupied Territories with reduced access to employment and education.

Download the Universal Declaration of Human Rights from the Teacher’s section of this Edukit and make it available to the students with explanation so that they know exactly what human rights are. Emphasis that human rights relate to the way people can live their daily lives and they are not abstractions. Using this framework, students will be able to identify and discuss issues of human rights violations with clarity.

It is clear that the conditions created in the Occupied Territories and for those who became refugees that there was a violation of human rights, yet there was no intervention to protect the Palestinians.

- Would early intervention on the part of the international community to protect the human rights of those in Palestine and stop the crisis that followed?
- Describe the human rights violations that occurred in Palestine, to all sides, and decide if early intervention would have been possible. If there would have be intervention what form would have taken?
- Was there a better way for the British to have prepared their mandate after 1918 so that Palestine and Israel could have come into being without conflict?

Once the students have clarified the issues in Palestine, spend some time researching the claims of human rights violations made against Canada in reference to the treatment of the Aboriginal population. Consider the history of how Aboriginal people have been treated in Canada and apply the same conclusions to Canada that the students used in Palestine.

- What claims of human rights violations have been made against Canada in reference to its treatment of Aboriginal people?
- Has there been any action taken against Canada after the claims were made about its violations of human rights?
- Has there been any response to the international attention on Canada’s claimed violations of human rights?
- What would work and would not work in Canada and Palestine to address human rights violations? Explain.
Once the students have gathered their information and finished finding the information they need, they will write out their conclusions, select maps, pictures, and graphics to complete the two posters. They will complete the posters and present them.

**Aboriginal Human Rights Issues**

The following web sites will provide some background in the history of Aboriginal people in Canada. As the students consider the information presented they will take careful note of what was promised in the treaties and what was not provided. They will consider the full range of human rights while they are noting what Aboriginal people experienced in Canada.

Web sites:

- [http://www.abheritage.ca/albertans/perspectives/iss_hrmain.html](http://www.abheritage.ca/albertans/perspectives/iss_hrmain.html)
- [http://www.abheritage.ca/albertans/perspectives/iss_assimilation.html](http://www.abheritage.ca/albertans/perspectives/iss_assimilation.html)
- [http://www.abheritage.ca/albertans/continuity/ww1_firstnations.html](http://www.abheritage.ca/albertans/continuity/ww1_firstnations.html)
- [http://www.abheritage.ca/alberta/fn_metis/i_treaty_8_elders.html](http://www.abheritage.ca/alberta/fn_metis/i_treaty_8_elders.html)
- [http://www.abheritage.ca/alberta/fn_metis/treaties.html](http://www.abheritage.ca/alberta/fn_metis/treaties.html)
- [http://www.albertahumanrights.ab.ca/default.asp](http://www.albertahumanrights.ab.ca/default.asp)
- [http://www.abheritage.ca/alberta/fn_metis/i_treaty_8_elders.html](http://www.abheritage.ca/alberta/fn_metis/i_treaty_8_elders.html)
- [http://www.abheritage.ca/abpolitics/people/influ_indian.html](http://www.abheritage.ca/abpolitics/people/influ_indian.html)
- [http://www.abheritage.ca/alberta/fn_metis/treaties.html](http://www.abheritage.ca/alberta/fn_metis/treaties.html)

The following websites provide the world view of the Aboriginal people and can assist the students in their understandings.

**Nature’s Law**

- [http://www.albertasource.ca/natureslaws/culture/constitutional_rights_responsibilities.html](http://www.albertasource.ca/natureslaws/culture/constitutional_rights_responsibilities.html)
- [http://www.albertasource.ca/natureslaws/culture/constitutional_rights_responsibilities2.html](http://www.albertasource.ca/natureslaws/culture/constitutional_rights_responsibilities2.html)
- [http://www.albertasource.ca/natureslaws/culture/constitutional_social_reality.html](http://www.albertasource.ca/natureslaws/culture/constitutional_social_reality.html)
- [http://www.albertasource.ca/natureslaws/culture/constitutional_rights_interpretation.html](http://www.albertasource.ca/natureslaws/culture/constitutional_rights_interpretation.html)
- [http://www.albertasource.ca/natureslaws/culture/constitutional_origin_interpretation.html](http://www.albertasource.ca/natureslaws/culture/constitutional_origin_interpretation.html)
- [http://www.albertasource.ca/natureslaws/culture/constitutional_exercised_people.html](http://www.albertasource.ca/natureslaws/culture/constitutional_exercised_people.html)
- [http://www.albertasource.ca/natureslaws/culture/constitutional_right_exist.html](http://www.albertasource.ca/natureslaws/culture/constitutional_right_exist.html)
- [http://www.albertasource.ca/natureslaws/culture/constitutional_judicial_fiscal_order.html](http://www.albertasource.ca/natureslaws/culture/constitutional_judicial_fiscal_order.html)
- [http://www.albertasource.ca/natureslaws/context/lamer_open_canada.html](http://www.albertasource.ca/natureslaws/context/lamer_open_canada.html)
- [http://www.albertasource.ca/natureslaws/context/evidence_opinion.html](http://www.albertasource.ca/natureslaws/context/evidence_opinion.html)
- [http://www.albertasource.ca/natureslaws/context/lamer_indigenous_peoples.html](http://www.albertasource.ca/natureslaws/context/lamer_indigenous_peoples.html)
- [http://www.albertasource.ca/natureslaws/context/lamer_indigenous.html](http://www.albertasource.ca/natureslaws/context/lamer_indigenous.html)

**Web Quest**

A Web Quest is the process of finding the information the students need to complete a project from sources on the World Wide Web. To find the information students want from the Internet they will have to use a search engine. A search engine is a program available on the Internet that directs the searcher to the websites that has the information that they have asked for.

One of the most commonly used search engines is: [http://www.google.ca/](http://www.google.ca/)
The students will place the URL (http://www.google.ca/) in their web browser and place their curser on the Go button and click it.

The students completing a search will place key words, names, or dates in this box and click on the search button. After that the students will receive a list of websites that have the exact word they asked for in them.

The better the students are at asking for information the better their result will be. If the searchers use a series of key words they will get a better result. To force the search engine to show only result that have the selected words in them use the + sign in front of the words, names, or dates. For example, the students may want to type in Palestine and the date 1995, but to make these terms appear type: +Palestine +1995. If the researchers do not want to see a word in a web site they can use the “-” sign. So if they want to remove websites that mention war, the student would type +Palestine +1995 –war in the search engine.

In another case the students may want to use the phrase human rights, but the words should appear together for the best results, so they will type “human rights” in the search engine.