

## **Activity 8: Intervention before conflict**

### **Comparative Posters**

To complete this assignment the students need two pieces of poster paper or Bristol board to make a poster sized chart that will compare issues of human rights in Kosovo and Canada. On each side the students will develop the themes and conclusions for both Kosovo 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 Kosovo where the local population faced the massive loss of their jobs and professions as the Serbian government first used these methods to force the Albanian population to leave.

It is clear that the kind of systematic discrimination used by the Serbian government against the ethnically Albanian population was a violation of human rights, yet there was no intervention to protect the local population in Kosovo.

- Would early intervention on the part of the international community to protect the human rights of those in Kosovo stop later atrocities?
- Describe the human rights violations that occurred in Kosovo and decide if early intervention would have been possible. If there would have been intervention what form would have taken?

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

- 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 Kosovo to address human rights violations? Explain.

Once the students have gathered their information and finished drawing their conclusions, they will write out their information, conclusions, select maps, pictures and graphics to complete the two sides of the poster. They will complete the posters and present them.

## Aboriginal Human Rights Issues

The following websites 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.

Possible areas of focus:

- What Treaty obligations did Canada have with the Aboriginal people?
- What role did the residential schools play in the relationship between Aboriginal people and Canada?
- Were Aboriginal people given the same services and opportunities that other Canadian citizens received?
- What effect did Indian reserves have on the Aboriginal people in Canada?
- What role did the *Indian Act* have in creating the situation Aboriginal people live?

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.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.albertasource.ca/natureslaws/about3.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/culture/constitutional\\_indigenous\\_peoples.html](http://www.albertasource.ca/natureslaws/culture/constitutional_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 needed 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/>

The students will place the URL (<http://www.google.ca/>) in their web browser and place their cursor on the Go button and click it.

Those 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, name, or date 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 *Kosovo* and the date *1995*, but to make these terms appear type: **+Kosovo +1995**. If the researchers do not want to see a word in a website they can use the “-” sign. So if they want to remove websites that mention *war*, the student would type **+Kosovo +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.