

Our Thinking Made Visible

*Issues of Indigenous Peoples
in a Global Context*

Grade 12 Native Studies
NDW 4M

Working Together for Catholic Education
www.eoccc.org

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Catholic School Boards of Eastern Ontario

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Overview

Our Aboriginal Learning Communities: Our Thinking Made Visible provides the viewer with video segments to support the Grade 12 Native Studies curricula. Information is presented on Aboriginal cultures, contemporary issues from an Aboriginal perspective and how the First Nations, Métis and Inuit define themselves, their communities and their visions of the future.

These video segments are designed to be a springboard for additional discussion, writing and research. The accompanying manual will provide a number of ideas for implementation in the classroom. It is our hope that the content enriches and supports your work.

Throughout this DVD the viewer may notice an underlying theme, the important role that Mother Earth plays in the lives of the Aboriginal people and the on-going desire to make our world a better place. Chief Dan George captured this philosophy of life when he wrote –

*“The beauty of the trees,
the softness of the air,
the fragrance of the grass,
speaks to me.*

*The summit of the mountain,
the thunder of the sky,
the rhythm of the sea,
speaks to me.*

*The strength of the fire,
the taste of salmon,
the trail of the sun,
and the life that never goes away,
they speak to me.
And my heart soars.”*

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Note: The following activities have been created for the purpose of sharing ideas for classroom implementation; however, teachers should adapt them to fit student needs and preview the websites suggested for appropriateness for their students.

Grade 12

Issues of Indigenous Peoples

in a Global Context

(NDW4M)

Terry Audla



At the 5th World Conservation Congress on the South Korean island of Jeju, a motion was co-sponsored by ITK to establish an Indigenous Peoples' Organization membership and voting category in the International Union for the Conservation of Nature.

Following its passage President Terry Audla stated:

"The passage of this motion is an important step in acknowledging the role Indigenous peoples play in conservation. This is a victory for the world's Indigenous cultures and for our unique knowledge of the natural world." "For Inuit, it could mean a significant shift in the way conservation organizations view our relationship with Arctic species, which will help in the wider recognition of our knowledge about wildlife and the environment."

Terry Audla

About Terry Audla:

- Terry Audla was born in Iqaluit and raised in Resolute, Nunavut.
- He is the descendant of High Arctic exiles who had been relocated by the federal government from northern Quebec.
- He has worked for a variety of Inuit organizations.
- He served as a police officer with the Kativik Regional Police Force in Kuujjuaraapik and Akulivik, Nunavik.
- For ten years he was Executive Director of the Ikiqtani Inuit Association (QIA).
- He also served as Executive Director for Nunavut Tunngavik Incorporated (NTI).
- He was instrumental in getting a court injunction prohibiting the federal government from doing seismic testing in Lancaster Sound.
- Terry Audla is currently the president of ITK (Inuit Tapiriit Kanatami).
- He sees the Inuit still fighting to play a primary role in the conservation of the environment while retaining control of the resources.
- In addition, he sees the Inuit still fighting for specific, Inuit-directed education.
- They are also fighting for the right to speak the Inuit language, equitable health care and for the protection and preservation of their culture.
- Terry believes that education can lead to prosperity and better health in northern communities.

“The challenges confronting Inuit now in education are similar to what Canada faced as a nation in the 1960s. The extraordinary economic growth Canada experienced in the 1960s and 70s was driven by huge expansion in education. It’s what Inuit are dealing with now, after we have settled our modern land claim agreements.”

“We view improving outcomes in Aboriginal education as a nation-building initiative requiring leadership at all levels, notable including the federal government. We have identified areas that need funding. They include support for post-secondary education, early childhood education, and training and skills development.”

Viewing Questions

1. What are the challenges that Inuit face today?
2. They also face identity challenges. Describe.
3. What four agreements/partnerships have the Inuit made with the Canadian government?
4. Describe the Circumpolar Conference.
5. Describe the conflict with the European Union.
6. What is the number one challenge facing the Inuit? How can it be addressed?

Food Challenges in the North

Catholic Graduate Expectations:

CGE1d	A Discerning Believer formed in the Catholic Faith Community who develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
CGE3b	A Reflective and Creative Thinker who creates, adapts, evaluates new ideas in light of the common good.
CGE4a	A Self-Directed, Responsible Life Long Learner who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
CGE7g	A Responsible Citizen who respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Expectations:

Overall Expectations:

Identity

- Describe emerging global economic and environmental practices and their impact on indigenous cultural identity

Challenges

- Identify the common issues facing the world's Indigenous peoples

Specific Expectations:

Identity

- Describe how Indigenous peoples throughout the world have maintained the core principles of an indigenous world view or have lost their traditional ways
- Describe how Indigenous peoples throughout the world have responded to economic trends in the global economy and yet maintained their traditional way of life

Challenges

- Demonstrate an understanding of the global roles that Indigenous peoples see for themselves
- Demonstrate an understanding of the issues that are of common interest to the world's indigenous populations

Prior/Pre-learning:

Students view the video segment by Terry Audla, *Issues of Indigenous Peoples....* In this video segment he makes reference to the high food prices in the North. Many Inuit depend on the

traditional methods for acquiring food; however, there are times when the people of the South are critical of the Inuit for using the animals for food and clothing. Students will investigate the challenge of feeding a family in the North.

Suggested Activity:

The students will select one of the tasks below. They will check out the website and be prepared to present their findings to the class.

1. Go the main page of the Feeding My Family web site.
<http://www.feedingmyfamily.org/> Compare the prices of various food items in the south, Nunavut and remote communities. Present the challenge facing people in the North and what you think could be done. Also how do Inuit maintain their core principles i.e. land stewardship while enjoying the variety offered by the South?
2. Go to the recent timeline section of Feeding My Family web site.
<http://www.feedingmyfamily.org/index.php/recent-timeline>
Describe food concerns in the North. Be sure to include the involvement of the UN, the response of the MP for Nunavut and the response of the people. Describe how food issues are connected to Indigenous peoples' global roles and principles. Be prepared to present to the rest of the class.
3. Select 4 typical questions and their responses from the FAQ part of the web site.
<http://www.feedingmyfamily.org/index.php/faqs>
Be prepared to present to the class and incorporate your point of view.
4. Visit the *In the News* section of the Feeding My Family web site.
<http://www.feedingmyfamily.org/index.php/in-the-news>
After reading a number of the news articles. Describe the concern in the North, the response from the government and your opinion about what might be done.

5. Indigenous peoples of the world face common issues. The experience of Inuit in acquiring food either traditionally or non-traditionally, and stewardship of the environment is only one of those areas. Describe other issues that the world's Indigenous people face. Support your comments with specific examples for each of the issues.

The class will listen to the findings for each of the above tasks.

Suggested Assessment:

Use the Medicine Wheel Rubric in the Appendix. Teachers should feel free to revise the content of the Medicine Wheel Rubric to meet the needs of the students. Whatever form of assessment used, be sure to present it before the students start their assignment.

Where Do You Stand?

Catholic Graduate Expectations:

CGE2a	An Effective Communicator who listens actively and critically to understand and learn in light of gospel values.
CGE2b	An Effective Communicator who reads, understands and uses written materials effectively.
CGE3c	A Reflective and Creative Thinker who thinks reflectively and creatively to evaluate situations and solve problems.
CGE7e	A Responsible Citizen who witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Expectations:

Overall Expectations:

Identity:

- Identify some of the challenges to maintaining their identities that indigenous communities throughout the world encounter in a highly industrialized world

Specific Expectations:

Identity:

- Describe how Indigenous peoples throughout the world have maintained the core principles of an indigenous world view or have lost their traditional ways

Prior/Pre-learning:

View the video segment of Terry Audla, *Issues of Indigenous Peoples...* He makes reference to the criticism, by animal activists and by people from the South, of the traditional Inuit way of life. The class will have an opportunity to consider both sides through research and arguments.

Suggested Activity:

1. Divide the class into pairs. One person becomes an activist for the protection of animals and the other an Inuit who wishes to follow the traditional way of life.
2. Spend one period conducting research for your role.
3. Following the research, the individuals who are the activists form small groups and share information and similarly, the individuals who are defending the Inuit way share

their thoughts.

4. Then they return to their pair groupings and share their thoughts.
5. Following the sharing of information each student writes a reflection on the following. Is it important to maintain the traditional ways or change with the times?

Suggested Assessment:

Review the reflection for organization, the presentation of key points and supporting evidence.

Tony Belcourt



“ I hope for all Indigenous peoples that one day they and their lands and their rights and very existence as peoples, be respected and that would mean recognizing them as peoples, recognizing that they have their own language, culture, way of life, own territories and that they have the right to protect all those things.”

Tony Belcourt

About Tony Belcourt:

- Tony Belcourt is a successful corporate leader, innovator, entrepreneur and communications specialist.
- In 1969 he was the Vice-President of the Métis Association of Alberta.
- From 1971-74 he was the founding President of the Native Council of Canada.
- In the mid-seventies he established a research company and was a writer, producer and director in film, video and radio production.
- From 1977-81 he served as Communication Director at the Department of Indian and Northern Affairs.
- He is the Founder and President of the Aboriginal-focused multi-media production company Wolfwalker Communications.
- His efforts were an important contributing factor in the Métis being recognized as one of the Aboriginal peoples of Canada, in the Constitution Act, 1982.
- He has represented the Métis Nation in high level talks at the United Nations and the Organization of American States.
- He has made presentations to the World Bank, the Inter-American Development Bank, the World Summit on Information Society, the International Telecommunications Union and the World Conference Against Racism.
- In 1985 he served as Chairman and Producer of the 1985 Native Business Summit, a 5-day trade forum and conference which helped to generate more than \$50 million worth of trade for Native businesses.
- He has been advisor to the Métis national Council, Advisor to the Inuit Committee on National Issues, Chair of the Métis Nation of Ontario Cultural Commission, President of the Métis Nation of Ontario Development Corporation and many others.
- Currently he is a member of the Governing Council of Trent University's Ph.D Program in Native Studies and President of the Indigenous Commission for Communications Technologies in the Americas.

Viewing Questions

1. According to Tony Belcourt what are the issues that the Métis people have in common with other Indigenous peoples of the world?
2. Why is accessing the International Courts difficult for the Aboriginal people of the world?
3. How are Indigenous peoples represented at the United Nations?
4. Tony Belcourt refers to self-determination. To what extent is self-determination evident with Indigenous peoples in Canada?
5. To what international forums does Tony make reference?
6. Under what circumstances is progress being made to improve the life of the Métis people?
7. There have been positive steps taken between the Métis people and Government of Ontario. List some of these improvements.
8. What does Tony Belcourt hope for all Indigenous peoples?

The Métis and International Forums

Catholic Graduate Expectations:

CGE1h	A Discerning Believer formed in the Catholic Faith Community who respects the faith traditions, world religions and the life-journeys of all people of goodwill.
CGE2b	An Effective Communicator who reads, understands and uses written materials effectively.
CGE3c	A Reflective and Creative Thinker who thinks reflectively and creatively to evaluate situations and solve problems.
CGE7e	A Responsible Citizen who witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Expectations:

Overall Expectations:

Identity

- Identify some of the challenges to maintaining their identities that indigenous communities throughout the world encounter in a highly-industrialized world

Relationships

- Describe similarities and differences in the relationships between the world's indigenous populations and their national governments

Sovereignty

- Identify the nature and scope of “self-determination” as articulated by Indigenous peoples worldwide

Challenges

- Describe a variety of approaches that Indigenous peoples are taking to preserve and maintain indigenous knowledge as it relates to such things as culture, language, and the environment

Specific Expectations:

Identity

- Describe the legal and political perspectives of the world views of Indigenous peoples concerning their own social, economic or cultural development

Relationships

- Identify views and concerns that unite Indigenous peoples around the world

Sovereignty

- Identify universal characteristics of indigenous sovereignty

Challenges

- Identify examples of litigation where Indigenous peoples have used the courts to uphold their rights as sovereign peoples or to address the denial of basic human rights

Prior/Pre-learning:

View the Tony Belcourt video segment, *Issues of Indigenous Peoples....* He refers to the use of the court system and international forums in order to fight for the rights of the Métis people. Discuss student knowledge about the Métis people and the challenges that they face. Also review the key points that Tony makes during his interview. Using this information the students can start on their activity.

Suggested Activity:

1. You are a member of the United Nations working group on indigenous populations.
2. Your role at one of their meetings is to state your group's position, to seek advice and make recommendations to solve one of the problems facing the Métis people today.
3. Students are divided into pairs. They share their current knowledge and then individually research additional information. They write a 3 minute speech that they will deliver to either their partner or a small group. Be sure to include:
 - the issues that you have in common with other Indigenous peoples
 - the specific challenges that you currently face (governments that ignore laws, the process, money, on-going erosion of culture over time etc.)
 - the positives that exist (ability to come together at the international level, available forums etc.)
 - local progress and frustration

- hope for the future

Suggested Assessment:

Provide the partners with a checklist of, “look fors” in the speech. The partner states one aspect that was well done and one area that could be improved. The speeches are submitted for assessment by the teacher. Use the English Curriculum Standards for assessment.

A Métis Perspective

Catholic Graduate Expectations:

CGE2a	An Effective Communicator who listens actively and critically to understand and learn in light of gospel values.
CGE5e	A Collaborative Contributor who respects the rights, responsibilities and contributions of self and others
CGE7e	A Responsible Citizen who witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.
CGE7f	A Responsible Citizen who respects and understands the history, cultural heritage and pluralism of today's contemporary society

Expectations:

Overall Expectations:

Identity

- Identify some of the challenges to maintaining their identities that indigenous communities throughout the world encounter in a highly-industrialized world

Sovereignty

- Identify the nature and scope of “self-determination” as articulated by Indigenous peoples worldwide

Challenges

- Identify common issues facing the world's Indigenous peoples
- Describe a variety of approaches that Indigenous peoples are taking to preserve and maintain indigenous knowledge as it relates to such things as culture, language, and the environment

Specific Expectations:

Identity

- Describe how Indigenous peoples throughout the world have maintained the core principles of an indigenous world view or have lost their traditional ways

Sovereignty

- Identify universal characteristics of indigenous sovereignty

- Identify examples in which Indigenous peoples throughout the world have acted to protect their lands, their culture, or their community's livelihood

Challenges

- Describe the strategies that Indigenous peoples are using to sustain their cultures and languages, and to protect the environment
- Demonstrate an understanding of the issues that are of common interest to the world's indigenous population

Prior/Pre-learning:

View the Tony Belcourt video segment, *Issues of Indigenous Peoples*. Use the pre-viewing questions to highlight key points.

Suggested Activity:

1. Create a mind map with *"Issues of Indigenous Peoples"* at the centre. Together list the key concepts such as self-determination, preservation of culture, etc.
2. Review the content of the Tony Belcourt interview.
3. Use the content to expand on the key concepts as they pertain to the Métis people.
4. The students select one of the key concepts and write a brief report to show an understanding of the concept using the Métis peoples' experience to provide examples. Then, use this information to compare it to the experiences of another Indigenous peoples such as Maori of New Zealand, Maasi of Tanzania, Manabos of the Phillipines etc.).
5. Students are divided into groups so that each group has one person representing a key concept. The students share their information with one another.
6. Written reports are submitted to the teacher.

Suggested Assessment:

Written reports can be assessed using a checklist focusing on writing and organizational skills as well as the demonstration of the Native Studies expectations.

Roy Barnes



“We can deal with a lot of these issues if we come together at a table, but that table cannot be a square table, it has to be a round table..., that there is no beginning and no end, that we are all sitting at the table with equality.”

Roy Barnes

About Roy Barnes:

- Roy Barnes is a Mi'Kmaq man
- Barnes is a well-respected spiritual leader in the First Nations community and recognized by many elders.
- He is a people's sacred pipe carrier, Inipi (sweat lodge) leader and has been dancing in traditional Sundance ceremonies for 22 years.
- Roy has earned the rights to lead a traditional First Nations Sundance ceremony and is now a Sundance keeper and chief of the Unity Sundance in Richmond, Ontario.
- For the past 5 years Roy has worked with high school classes in the Ottawa Catholic School Board focusing on Native Studies. He has also been invited to be the pipe carrier and share the traditional sunrise ceremony and fire teachings for these Native Studies classes at their end of semester retreats.
- Roy has nearly completed his training at Algonquin College as a certified Trauma and Addiction Counselor. Roy is also a certified chef, and has been employed in the food industry for 35 years.
- Roy has been called upon to officiate and lead many ceremonies.
 1. In 2010, he was invited to do opening and closing ceremonies for the National Component of the NCRTB (the Union for the Public Service Alliance of Canada.)
 2. He was an active participant in the Aboriginal Awareness Week events.
 3. He was also a presenter for "Spirituality Tales and Legends" for the Canadian Federal Government Senate & House of Commons members and staff.
 4. Roy was a presenter and conducted the opening and closing ceremonies for the Celebration of First Peoples in Canada Reconciliation and Coexistence of Orality and Literacy at St. Paul University.
 5. Roy was a part of the Catholic First Nations Elders dialogue at St. Benedicts Retreat and Convention Centre in Winnipeg.
 6. In July 2012 Roy was invited to assist at Ken Crowshane's sundance in Sageen Manitoba. In August, for the sixth year, Roy was asked to assist at

the Farm Four Sundance in Standoff Alberta by sundance leader Leonard Day Rider.

7. Grandmother Dianne Otter Eyes Reed, who hosts the “Gathering of the Grandmothers of the North” requested Roy to attend as the sacred fire keeper. He has attended all three of the Grandmothers of the North gathering, most recently in September.

Viewing Questions

1. What do all people want for their children?
2. “Don’t interrupt in the way I live my way of life.” What is implied by this statement?
3. What partnerships currently exist between the Aboriginal people and the government?
4. Roy Barnes makes reference to the Indian Act. What is his opinion on its future?
5. During this interview Roy Barnes outlines many of our entitlements as people. What does he mention?
6. What are the Aboriginal principles that are brought to the table?
7. List Roy’s hopes for all peoples?

Independent Study

Catholic Graduate Expectations:

CGE2b	An Effective Communicator who reads, understands and uses written materials effectively.
CGE2c	An Effective Communicator who presents information and ideas clearly and honestly with sensitivity to others.
CGE3f	A Reflective and Creative Thinker who examines, evaluates and applies knowledge of interdependent systems for the development of a just and compassionate society.
CGE4f	A Self-Directed, Responsible Lifelong learner who applies effective communication, decision-making, problem-solving, time and resource management skills.

Expectations:

Overall Expectations:

Expectations will vary according to the topic selected.

Identity

- Identify some of the challenges to maintaining their identities that indigenous communities throughout the world encounter in a highly industrialized world

Relationships

- Identify examples of partnerships between indigenous communities and national governments or multinational corporations to foster indigenous self-sufficiency

Sovereignty

- Identify the nature and scope of “self-determination” as articulated by Indigenous peoples worldwide
- Describe efforts by the world’s Indigenous peoples to lobby the international community for recognition of their right to self-determination

Challenges

- Describe a variety of approaches that Indigenous peoples are taking to preserve and maintain indigenous knowledge as it relates to such things as culture, language and the environment

Specific Expectations:

Expectations will vary according to the topic selected.

Identity

- Describe how Indigenous peoples throughout the world have responded to economic trends in the global economy and yet maintained their traditional way of life
- Identify, through analysis, the efforts of Indigenous peoples and national governments to review and revise policies that promote the forced assimilation of an Indigenous people

Relationships

- Identify principles that Indigenous peoples uphold by their participation in international bodies and organizations

Sovereignty

- Identify examples in which Indigenous peoples throughout the world have acted to protect their land, their culture, or their community's livelihood
- Describe the roles and responsibilities of permanent international organizations involving Indigenous peoples around the world

Challenges

- Describe strategies that Indigenous peoples are using to sustain their cultures and languages, and to protect the environment
- Describe how Indigenous peoples are using their cultural practices and traditional teachings when developing new strategies to cope with change

Prior/Pre-learning:

The students will have viewed the video segment featuring Roy Barnes, *Issues of Indigenous Peoples...* and perhaps other speakers. This activity requires the students to review their knowledge to this point in time and to add to it through research. The teacher might wish to focus on a review discussion on some of the topics that will be part of the independent study.

Suggested Activity:

Select one of the following topics for an independent study:

1. Research and report on an indigenous group that is currently a “success” story in respect to harmonizing economic development and environmental and cultural protection.
2. Select two indigenous groups and describe how their traditional ways are valuable tools in solving global challenges today (disparity between the rich and the poor, environmental pollution, health treatments etc.).
3. Describe ways that international organizations (Greenpeace) are collaborating with indigenous groups in order to solve challenges.
4. Research the status of indigenous languages around the globe. Identify strategies that have been used to maintain various languages and how governments can help.
5. How have different Indigenous peoples resisted assimilation (Cubas, Panama; Hopis, U.S; etc.)? Describe the strategies used.
6. Research the U.N. committees that are currently in place to address the needs of the Indigenous peoples of the world. Describe their mandate and current foci.

Add other topics

Suggested Assessment:

The teacher might use the accompanying Research Essay Rubric or modify it to suit the students’ needs.

Research Essay Rubric

Category	15-12	11-8	8-5	4-1	Score
Quality of Information	Information clearly relates to the main topic. Includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.	
Category	10-8	8-6	6-4	4-0	Score
Organization	<ul style="list-style-type: none"> ▪ The introduction is inviting, states the main topic and previews the structure of the paper. ▪ Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. ▪ A variety of thoughtful transitions are used and clearly show how the ideas are connected. 	<ul style="list-style-type: none"> ▪ The introduction is inviting, states the main topic and previews the structure of the paper, but is not particularly inviting to the reader. ▪ Details are placed in a logical order, but the way in which they are presented/ introduced sometimes makes the writing less interesting. ▪ Transitions clearly show how ideas are connected, but there is little variety. 	<ul style="list-style-type: none"> ▪ The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader. ▪ Some details are not in logical or expected order and this distracts the reader. ▪ Some transitions work well, but connections between other ideas are fuzzy. 	<ul style="list-style-type: none"> ▪ There is no clear introduction of the topic/ structure of the paper. ▪ Many details are not in logical/ expected order. ▪ There is little sense that the writing is organized. ▪ The transitions between ideas are unclear or non-existent. 	

Category	4 - Above Standards	3 – Meets Standards	2 – Approaching Standards	1 – Below Standards	Score
Thesis Statement	Thesis statement names the topic of the essay and outlines the main points to be discussed.	Thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed, but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
In-Text Citations	All sources used for quotes, statistics and facts are credible and cited correctly. (Min. 5)	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and are cited correctly.	Many sources are suspect (not credible) AND/OR not cited correctly.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distracts the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distracts the reader from the content.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each pieces of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each pieces of evidence supports the author's position.	At least 1 of the pieces of evidence and examples is relevant and has an explanation that shows how the piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
APA Format	Correct Title Page Format. Original title page #’s and double spaced. References (Min. 5)	Minor errors.	Multiple errors.	Incorrect format.	

Roles and Issues

Catholic Graduate Expectations:

CGE2c	An Effective Communicator who presents information and ideas clearly and honestly and with sensitivity to others
CGE3e	A Reflective and Creative Thinker who adopts a holistic approach to life by integrating learning from various subject areas and experience
CGE7f	A Responsible Citizen who respects and affirms the diversity and interdependence of the world's peoples and cultures.

Expectations:

Overall Expectations:

Challenges

- Identify the common issues facing the world's Indigenous peoples

Specific Expectations:

Challenges

- Demonstrate an understanding of the global roles that Indigenous peoples see for themselves
- Demonstrate an understanding of the issues that are of common interest to the world's indigenous population

Prior/Pre-learning:

Students view the Roy Barnes video segment, *Issues of Indigenous Peoples in a Global Context*. Students are asked to listen for reference to the issues that face the Aboriginal peoples and their principles and roles in life.

Suggested Activity:

1. Brainstorm a list of issues that are of common interest to the world's Indigenous peoples. Are the points mentioned in the video segment also applicable to other Indigenous peoples?
2. Brainstorm a list of global roles and principles that Indigenous peoples hold in common (stewardship for the environment, manager of resources).
3. Students plan an artistic illustration of #1 and/or #2.
4. The student is encouraged to make an initial sketch or sketches and explore different options and demonstrate effort in the completion of a final product. Review the assessment categories with the students.

5. Students present their work explaining the global roles & principles and/or issues illustrated.

Suggested Assessment:

The final product may be assessed using the categories outlined in the Ministry Art curriculum guide.

Betty Ann Lavallée and Dwight Dorey



“In regard to Aboriginal citizenship, CAP takes the position that the right of Aboriginal peoples to determine our own citizenship is an inherent right derived from the Creator and protected under both Section 35 of the Constitution Act, 1982 and under the UN Declaration on the Rights of Indigenous peoples. Our right to self-governance was never extinguished.”

(Presentation to the House of Commons Standing Committee on Aboriginal Affairs and Northern Development, November 15, 2011)

Betty Ann Lavallée

About Betty Ann Lavallée:

- Ms. Betty Ann Lavallée is the National Chief of the Congress of Aboriginal Peoples.
- She is a status off-reserve Mi'kmaq woman.
- She has served as the Chief of the New Brunswick Aboriginal Peoples' Council and completed a term as the Vice-Chief of the NBAPC.
- She has dealt with Aboriginal issues such as: fisheries, housing, education, employment and training, economic development and health.
- She was a member of the Canadian Armed Forces where she was awarded the Canadian Forces Decoration and Commendation Formation Level and the Queen's 50th Anniversary Jubilee Medal.
- She was Economic Development Officer for Wabanaki Enterprises Inc., an off-reserve Economic Development Corporation.
- Chief Lavallée has a keen interest in Aboriginal issues as well as domestic and international politics.
- She is an advocate for employment for women in non-traditional roles and is very protective of the inherent rights of the Off-Reserve Aboriginal Peoples of Canada.

Based on Information from the Congress of Aboriginal Peoples' website.

Dwight Dorey



“We are all in this world together and we have to share in the benefits of Mother Earth.”

“Our philosophy on life and values of life and family is not one where just a small group of people control things for economic gain. It’s meant to be shared and if there is economic gain, the economic gain should be shared.”

Dwight Dorey

About Dwight Dorey:

- Dwight Dorey is the National Vice-Chief of the Congress of Aboriginal Peoples.
- He achieved his master's degree in Canadian studies from Carleton University.
- He has contributed significantly to the areas of human rights, Aboriginal Treaty rights, constitutional rights, self-government and cultural awareness.
- In 1975 he became involved with the Congress of Aboriginal Peoples formerly called the Native Council of Canada.
- He was elected as Vice-President of the Native Council of Nova Scotia.
- Later he served as the Chief and President of the Native Council of Nova Scotia.
- In 1997 he became Senior Policy Advisor to the Congress of Aboriginal Peoples National Chief, Harry Daniels.
- In the year 2000, he was elected as the CAP National Chief and was elected for three consecutive terms.
- He is widely recognized as an effective negotiator, communicator and visionary and has worked and continues to work hard to advance the interests of the off-reserve non-status and status Indians and Métis Aboriginal Peoples of Canada.

Based on Information from the Congress of Aboriginal Peoples' website.

Viewing Questions

1. List the common challenges that Aboriginal peoples of Canada share with other Indigenous peoples.
2. Describe identity according to Betty Ann Lavallée.
3. Describe the role of economics in the relationship between the Aboriginal people and the Government of Canada.
4. List the main principles upheld by Aboriginal peoples.

The World Views of Indigenous Peoples

Catholic Graduate Expectations:

CGE1h	A Discerning Believer formed in the Catholic Faith Community who respects the faith traditions, world religions and the life-journeys of all people of goodwill.
CGE2b	An Effective Communicator who reads, understands and uses written materials effectively.
CGE3c	A Reflective and Creative Thinker who thinks reflectively and creatively to evaluate situations and solve problems.
CGE7e	A Responsible Citizen who witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Expectations:

Overall Expectations

Identity

- Demonstrate an understanding of the commonality of world views of Indigenous peoples around the world

Sovereignty

- Identify the nature and scope of “self-determination” as articulated by Indigenous peoples worldwide
- Describe the basis for the autonomy of Indigenous peoples

Challenges

- Identify the common issues facing the world’s Indigenous peoples
- Describe a variety of approaches that Indigenous peoples are taking to preserve and maintain indigenous knowledge as it relates to such things as culture, language and the environment

Specific Expectations:

Identity

- Demonstrate an understanding of the similarity in world views of the world’s Indigenous populations

Sovereignty

- Explain the meaning of the term self-determination
- Identify universal characteristics of indigenous sovereignty
- Explain a variety of views on indigenous sovereignty
- Identify examples in which Indigenous peoples throughout the world have acted to protect their land, their culture, or their community’s livelihood
- Identify, through analysis, some of the limitations preventing Indigenous peoples

in different parts of the world from exercising authority in their own affairs, and compare their responses

Challenges

- Describe the strategies that Indigenous peoples are using to sustain their cultures and languages, and to protect the environment
- Demonstrate an understanding of the issues that are of common interest to the world's indigenous population

Prior/Pre-learning:

After viewing the Betty Ann Lavallée and Dwight Dorey segment on *Issues of Indigenous Peoples in a Global Context* list and discuss the issues mentioned.

Suggested Activity:

1. Develop a mind-map with Aboriginal World Views at the centre and clearly define key concepts such as inherent right, self-government, self-determination, sovereignty, nationhood and the preservation of language and culture.
2. Beside it develop a mind-map of Indigenous peoples issues globally (governance, resource development, preservation of indigenous languages, a land base etc.)
3. The class examines the key points and expands on them. Discuss: what makes a society unique, the importance of language and culture, the meaning of a sovereign nation, how self-government and self-determination are connected, how a people plans for future survival, and the limitations preventing Indigenous peoples in different parts of the world (Maori of New Zealand, Massi of Tanzania, the Manabos of the Philippines).
4. Students select one of the key issues and prepare a brief written report on one of the issues to show their understanding. The report must include a specific example(s) of an Indigenous people's involvement in the issue and strategies that they are using to sustain their culture. Be sure to add the perspective of Indigenous writers and a bibliography.
5. Students present their work to the class.
6. If possible invite an Aboriginal community leader to discuss indigenous issues with the class.

Suggested Assessment:

Use a checklist of writing and organizational skills, the resources used and quality of the analysis given.

Issues in Common

Catholic Graduate Expectations:

CGE1h	A Discerning Believer formed in the Catholic Faith Community who respects the faith traditions, world religions and the life-journeys of all people of goodwill.
CGE3f	A Reflective and Creative Thinker who examines, evaluates and applies knowledge of interdependent systems for the development of a just and compassionate society
CGE5g	A Collaborative Contributor who achieves excellence, originality and integrity in one's own work and supports these qualities in the work of others
CGE7e	A Responsible Citizen who witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society

Expectations:

Overall Expectations

Identity

- Identify where Indigenous peoples are situated throughout the world
- Describe emerging global economic and environmental practices and their impact on indigenous cultural identity
- Demonstrate an understanding of the commonality of world views of Indigenous peoples around the world

Sovereignty

- Identify the nature and scope of “self-determination” as articulated by Indigenous peoples worldwide

Challenges

- Identify the common issues facing the world's Indigenous peoples
- Describe a variety of approaches that Indigenous peoples are taking to preserve and maintain indigenous knowledge as it relates to such things as culture, language and the environment

Specific Expectations:

Identity

- Demonstrate an understanding of the similarity in world views of the world's indigenous populations
- Describe the legal and political perspectives of the world views of Indigenous peoples concerning their own social, economic, or cultural development
- Describe how Indigenous peoples throughout the world have maintained the core principles of an indigenous world view or have lost traditional ways
- Demonstrate an understanding of the term Indigenous peoples which is used instead of Aboriginal in international contexts

- Demonstrate an understanding of the different political, economic and environmental issues that unite Indigenous peoples throughout the world

Sovereignty

- Identify examples in which Indigenous peoples throughout the world have acted to protect their land, their culture, or their community's livelihood
- Identify, through analysis, some of the limitations preventing Indigenous peoples in different parts of the world from exercising authority in their own affairs, and compare their responses

Challenges

- Describe the strategies that Indigenous peoples are using to sustain their cultures and languages, and to protect the environment
- Demonstrate an understanding of the issues that are of common interest to the world's indigenous population

Prior/Pre-learning:

After viewing the Betty Ann Lavallée and Dwight Dorey segment on *Issues of Indigenous Peoples in a Global Context*, discuss the issues mentioned.

Discuss the term Indigenous peoples used instead of Aboriginal in international contexts. Check out The U.N. Permanent Forum on the Rights of Indigenous peoples web site.

Suggested Activity:

1. Create a chart listing the areas of the world: Arctic, Asia, Africa, Middle East, North America, Latin America and Oceania/Pacific.
2. Brainstorm issues that the students believe are common to all Indigenous peoples in these areas i.e. climate change, economic globalization, biopiracy etc.
3. Students are then assigned one of the areas of world that is listed.
4. They are asked to research their area. Then they choose a country and find out issues that are faced by its Indigenous people. Note: each of the areas has a different number of countries: Arctic – 6; Asia – many; Africa- many; Middle East – 3; North America – 2; and Oceania/Pacific – 9. Allocate students accordingly.
5. Students present their findings, locate the area on a map, chart the country, Indigenous people and issues.
6. Upon completion of the presentations, students assess the common issues as well as the issues that pertain only to specific groups.

Suggested Assessment:

Use a checklist of writing and organizational skills, the resources used and quality of the analysis given.

Suggested Web Sites:

Global Issues: Rights of Indigenous peoples

<http://www.globalissues.org/article/693/rights-of-indigenous-people>

The U.N. Permanent Forum on the Rights of Indigenous peoples

http://www.un.org/esa/socdev/unpfii/documents/5session_factsheet1.pdf

Issues of Indigenous peoples in Latin America

<http://www.iwgia.org/regions/latin-america>

Issues of Indigenous peoples in Asia

<http://www.iwgia.org/regions/asia>

Issues of Indigenous peoples in the Middle East

<http://www.iwgia.org/regions/middle-east>

Issues of Indigenous peoples in North America

<http://www.iwgia.org/regions/north-america>

Issues of Indigenous peoples in Oceania/Pacific

<http://www.iwgia.org/regions/oceaniapacific>

Issues of Indigenous peoples in Africa

<http://www.iwgia.org/regions/africa>

Issues of Indigenous peoples in the Arctic

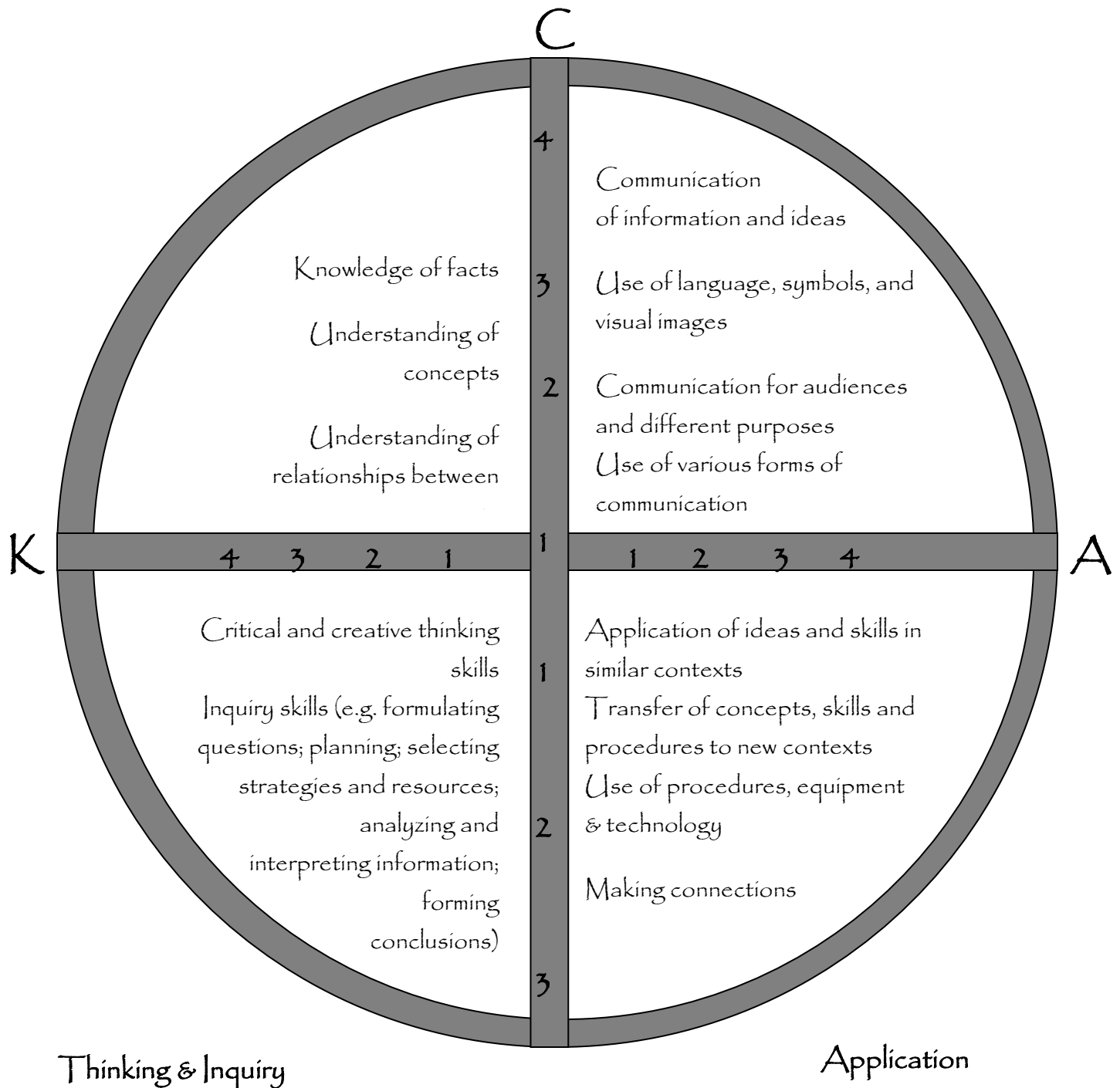
<http://www.iwgia.org/regions/arctic>

Other Resources

Medicine Wheel Rubric

Knowledge &
Understanding

Communication



Sample Native Studies Self-Evaluation

(Revise to fit your course content.)

We have done many things in Native Studies.

For each of the following items, give yourself a mark. How well did you understand, participate in and/or were affected by each of the following? If you did not do something, you should choose NE. Be honest with yourself – in the spirit of all that the course has tried to impart.

	NE	<1	1	2-	2	2+	3-	3	3+	4-	4	4+	4++
Learning:													
Experiencing													
Guests													
Doing: (Tasks)													

What is the MOST important thing you have learned in this course? Why is this so?

In what way has this course changed the way you view Aboriginal peoples?

Should other people take this course? Why?

If you were to give yourself an “overall” mark in the course, what would it be?

Level: _____ Grade: _____%

Explain why you gave yourself this mark.

Aboriginal Learning Curriculum Resources

A Backgrounder on Aboriginal Education in Ontario

Website:

http://edu.gov.on.ca/eng/aboriginal/new_resources.pdf

Aboriginal Education in Ontario – A brochure on new resources and opportunities for parents, educators and students Website:

http://edu.gov.on.ca/eng/aboriginal/new_resources.pdf

Aboriginal Perspectives: A Guide to the Teacher's Toolkit

Website: http://edu.gov.on.ca/eng/aboriginal/Guide_Toolkit2009.pdf

Building Bridges to Success for First Nation, Métis and Inuit Students – A document that provides information on developing policies of voluntary, confidential Aboriginal self-identification and focuses on successful practices for Ontario school boards

Website: <http://edu.gov.on.ca/eng/aboriginal/selfID.html>

Native Language (secondary)

Website: <http://www.edu.gov.on.ca/eng/curriculum/secondary/nativelang.html>

Native Studies Secondary Curriculum

Website: <http://www.edu.gov.on.ca/eng/curriculum/secondary/nativestudies.html>

Ontario First Nation, Métis and Inuit Education Policy Framework

Website: <http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf>

EduGains:

This site includes a variety of professional development material. Many of the resources refer to Aboriginal students while others focus primarily on their success in the classroom. Listed below are a few that you may wish to review. They have a number of applications in different program areas.

Differentiated Instruction Teaching/Learning Examples

http://www.edugains.ca/resourcesDI/TeachingLearningExamples/History,%20Geography,%20Civics%20Grades%207-10/Folder%20GR10_Hist_Governmental%20Apology.pdf

Apology Scenarios

http://www.edugains.ca/resourcesDI/TeachingLearningExamples/History,%20Geography,%20Civics%20Grades%207-10/Appendix%20Gr10_History-Govt%20Apology.pdf

Illustrations Research/Resources – A variety of articles on assessment and some that focus on assessment and the Aboriginal student

<http://www.edugains.ca/newsite/aer2/research.html>

Think Literacy: Cross-Curricular Approaches

<http://www.edugains.ca/resourcesLIT/LearningMaterials/SubjectSpecific/ThinkLiteracy/ThinkLitHistoryCivics.pdf>

English Supports for Teachers

http://www.edugains.ca/resourcesLIT/BoysLiteracy/BoysLiteracyDVD/5Supports/4_ProducedbyCAPBandStudentSuccess/AntiDiscrimination_handout.pdf

Professional Learning Webcasts:

Curriculum Services Canada provides a number of learning products and programs. Some refer specifically to the success of Aboriginal students and others are program specific. Be sure to visit the site. Listed below are a few sites for your professional development journey.

Unlocking the Potential of Aboriginal Students

<http://webcache.googleusercontent.com/search?q=cache:k6lmVsbuzZAJ:resources.curriculum.org>

Viewing Guide for Unlocking the Potential of Aboriginal Students

<http://resources.curriculum.org/secretariat/files/May24Guide.pdf>

Unlocking the Potential of Aboriginal Students – Suggested readings

<http://resources.curriculum.org/secretariat/files/May24Reading.pdf>

Aboriginal Literatures in Canada: A Teacher's Resource Guide – Also includes suggestions for integration into other curricula

<http://resources.curriculum.org/tcf/teachers/projects/aboriginal.shtml>