

*Public District School Board Writing Partnership*

# Course Profile

## **Current Aboriginal Issues in Canada**

Grade 11  
University/College Preparation  
NDA3M

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

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## Course Overview

### Current Aboriginal Issues in Canada, Grade 11, University/College Preparation, NDA3M

#### Course Description

This course examines the current state of the relationships between Aboriginal peoples and non-Aboriginal Canadians, within the evolving nature of Aboriginal and Canadian society. Students examine Aboriginal world-views, actions, and practices and compare and contrast them with the assumptions, actions, and views of the larger society. Specific issues, such as legal agreements and their conflicting interpretations, land claims, health, and education, are examined as they currently exist and as areas of mutual understanding and growth in the future. Skill development focuses on the framing of suitable research questions; research skills, using print resources, electronic media, and personal contacts; assembling and evaluating information; and presenting in a variety of formats.

This course profile represents only one of many possible approaches to meeting the learning expectations stated in *The Ontario Curriculum, Grades 11 and 12, Native Studies, 2000* for Current Aboriginal Issues in Canada. Four strands are woven throughout the course: Identity, Relationships, Sovereignty, and Challenges. The profile is designed as a six-unit course of study in which the first and last units are examinations of what it means to be an Aboriginal in modern Canadian society. A variety of contemporary challenges to traditional Aboriginal life and beliefs – the Canadian legal system, differing attitudes to resource management and land claims, health, education and community development – are examined in Units 2-5.

#### Course Notes

This course engages students in a wide-ranging examination of current Aboriginal issues. If students are to attain a deep and comprehensive understanding of these issues they must also become aware of how these issues, at their core, can frequently be understood as differences in world views, beliefs, and values. A course, *Aboriginal Peoples in Canada*, in *The Ontario Curriculum, Grades 9 and 10, Native Studies, 1999*, document provides useful background for this course. Students who have taken that course have examined Aboriginal and non-Aboriginal concepts of nationhood in twentieth-century Canada. Students have completed Grade 10 Canadian History in the Twentieth Century, (either Academic or Applied) which provides a general background against which Aboriginal issues have developed. Additionally, students have been introduced to Aboriginal issues in the Grade 9 compulsory geography course, *Geography of Canada*. Students should also be aware of how the records of historical and current interaction between Aboriginal and non-Aboriginal inhabitants of Canada, as they are reflected in oral history, treaties, historical texts, Aboriginal newspapers and media, and mainstream media, all contribute to an understanding of the issues under study.

The approach suggested by the unit organization is one that encourages the student first to examine what it means to be an Aboriginal person in Canada today. The issues of identity raised in this first unit help to frame the student's subsequent inquiries into such areas as Aboriginal viewpoints and Canadian law, resource management and land claims, health and wellness, and education and community development. Respecting the principles of circularity often evident in Aboriginal thought and belief, the final unit uses independent study models to examine how Aboriginal identities in the 21st century are currently being shaped, and will continue to be shaped, by the issues examined in this course.

Aboriginal and First Nation realities within Ontario and Canada are diverse and complex. Thus it is critical that issues be examined from a variety of perspectives (individual, local, provincial, national). The inclusion of speakers from the local Aboriginal community can help personalize and “put a human face on” the issues being examined. Local Aboriginal Cultural Centres, Band offices, and Urban Friendship centres could be used as effective resources in locating a variety of suitable speakers. This practice is an important element in the adaptation of course content and instruction to the local context.

### Units: Titles and Times

Unit 1	Who is an Aboriginal Person?	10 hours
Unit 2	Aboriginal Viewpoints and Canadian Law	25 hours
Unit 3	Land Claims and Resource Management	20 hours
* Unit 4	Health and Wellness: Contemporary Challenges	20 hours
* Unit 5	Education and Community Development	20 hours
Unit 6	The Contemporary Aboriginal: Maintaining Identity in the Modern World	15 hours

\* These units are fully developed in this Course Profile.

### Unit Overviews

#### Unit 1: Who is an Aboriginal Person?

**Time:** 10 hours

#### Unit Description

This unit explores various definitions often used to identify Aboriginal peoples in Canada. The terms, Aboriginal, Indian, Métis, Inuit, indigenous, Native, status, non-status, Ojibwe, Cree, Iroquois, clan, First Nations, reserve, and others, are introduced and defined in both legal and cultural context. The different perspectives of Aboriginal and non-Aboriginal people are explored using examples from personal experience, literature, and popular culture. Students use mapping, webbing, and charting to identify collective identities of Aboriginal peoples, their communities, and their political organizations. Issues that relate to the survival of culture and language are investigated using websites and Statistics Canada census results. Students critically examine selected readings from sources, such as the Report of the Royal Commission on Aboriginal Peoples, to assist them in clarifying aspects of Aboriginal identity, such as culture, traditions, language, health, and educational experiences.

#### Unit 1 Overview Chart

Activity	Expectations	Assessment	Focus/Tasks/Activities
1 225 minutes	IDV.03, ID2.03, REV.01	Formative quiz by teacher using rubric (K/U)	- definition of terms - review the Indian Act - map the locations of Aboriginal peoples in Canada
2 225 minutes	IDV.01, CHV.01, CH3.03	Anecdotal assessment by teacher using checklist (K/U, T/I)	- investigate recent news stories on Aboriginal issues - compare regional perspectives
3 150 minutes	ID1.01, ID1.02, ID1.03, ID3.03, SO1.02, RE1.01	Formative assessment by teacher using rubric (K/U, A)	- introduce roles and purpose of Aboriginal organizations - read excerpt from autobiography of Aboriginal leader

K/U = Knowledge/Understanding

C = Communication

T/I = Thinking/Inquiry

A = Application

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## Unit 2: Aboriginal Viewpoints and Canadian Law

Time: 25 hours

### Unit Description

This unit gives the student an overview of the differences between the world views of Aboriginal communities and that of the larger Canadian society as reflected in Canadian law. Students examine the Aboriginal concepts of community, sovereignty, and decision-making and contrast these concepts with the meanings and interpretations of these terms in non-Aboriginal society. A key aspect of the unit is the examination, from an Aboriginal point of view, of the interactions with non-Aboriginal people in such areas as treaty-making, the Indian Act, and the justice system. Contemporary Aboriginal viewpoints on the relationships between Aboriginal peoples and the larger society are explored, as are the legal and political processes used by Aboriginal peoples to achieve their current goals.

### Unit 2 Overview Chart

Activity	Expectations	Assessment	Focus/Tasks/Activities
1 225 minutes	ID1.04, SO1.01, RE1.02	Formative quiz by teacher using marking scheme (K/U, T/I)	- brainstorm and analyse concepts: community, sovereignty, consensus, etc. - summarize government role and powers of legislation
2 25 minutes	REV.01, SO2.03, SOV.04, SO2.04, CHV.02, RE2.02, ID2.01, SO1.03, CH1.02, CH2.02	Self-assessment by students using checklists (K/U, T/I, A)	- list significant historical treaties
3 300 minutes	RE2.03, REV.05, RE2.05	Formative anecdotal assessment by teacher (T/I)	- examine impact of justice system on Aboriginal peoples - compare justice issues in northern and southern Ontario - complete a case study of Donald Marshall video: <i>Justice Denied</i> (NFB, 98 min.)
4 300 minutes	REV.05, SOV.02, SO2.01, SO2.02, SO3.01, CH3.01	Peer assessment using checklist (K/U, T/I, C, A)	- discuss traditional Aboriginal concepts of community, justice, decision-making, governance - investigate influence of various Aboriginal organizations
5 225 minutes	REV.02, SOV.02, CH2.01	Anecdotal assessment by teacher (T/I, C)	- list and rank order legal issues facing Aboriginal communities - complete a detailed case study of recent Aboriginal/Canadian issue
6 225 minutes	SOV.01, RE2.01, SO3.04	Summative evaluation by teacher using marking scheme (T/I, C)	- discover and analyse viewpoints of selected Aboriginal leaders (e.g., Matthew Coon-Come, Frank Calder, Elijah Harper)

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### Unit 3: Land Claims and Resource Management

**Time:** 20 hours

#### Unit Description

This unit explores Aboriginal perspectives on current issues in the areas of spiritual connections to the land, land use, fisheries, and environmental protection, as well as the interpretation and implications of treaties and other political agreements. By using guest speakers and print sources, students identify Aboriginal communities' positions on the web of relationships and connections between the people and the land, and the implications of these relationships for Aboriginal identity. They also examine current environmental issues, such as logging, fishing, and land claims, which have forced a re-examination of Aboriginal rights and responsibilities. This includes an analysis of the manner in which treaties create an interpretive framework for present and future generations of Aboriginal and non-Aboriginal Canadians in the context of the Charter of Rights, the Indian Act, and recent court decisions.

#### Unit 3 Overview Chart

Activity	Expectations	Assessment	Focus/Tasks/Activities
1 150 minutes	IDV.02, IDV.04, RE1.02	Oral formative assessment by teacher (K/U)	- oral presentations by elders or community leaders on the spiritual links to the land - video: <i>Strange Case of Bunny Weequod</i> (NFB, 24 min.)
2 600 minutes	REV.03, RE1.03, RE2.04	Peer assessment using rubric (T/I, C, A)	- research projects on local resource issues affecting Aboriginal peoples: logging, mining, fishing, garbage, parks, hydro development, etc. - oral presentation and discussions
3 150 minutes	RE3.03, RE3.04, RE1.03	Peer assessment using checklist (A)	- brainstorming and small-group discussion on “sustainable resource use”
4 300 minutes	REV.04, RE2.05, RE3.02	Short-answer quiz using marking scheme (K, A)	- examine recent court decisions on resource issues and predict their impact on the future of local Aboriginal peoples

### Unit 4: Health and Wellness: Contemporary Challenges

**Time:** 20 hours

#### Unit Description

Students investigate how current issues in the areas of Aboriginal health and wellness are reflections of the living conditions in Aboriginal communities. These conditions in turn are rooted in historical relationships, which have evolved between Aboriginal and non-Aboriginal people. Students explore how traditional Aboriginal wellness concepts, such as the Medicine Wheel, were challenged by the diseases and economic dislocations that followed European contact. The unit includes an investigation of current statistical information and news stories relating to birth rates, diet, use of alcohol, high incarceration rate of Aboriginal people, and other community health issues and their treatment. As traditional Aboriginal views and practices reinvigorate the face of health care in Aboriginal communities, students have an opportunity to examine the needs and opportunities presented by these challenges as modern Aboriginal peoples strive to maintain wellness and health.

### Unit 4 Overview Chart

Activity	Expectations	Assessment	Focus/Tasks/Activities
1  150 minutes	REV.03, REV.05, CHV.01, CHV.03, RE1.02, SO1.02, SO3.02, CH1.03, CH2.04	Diagnostic self- assessment by students using checklists (T/I, A)	- introduce Medicine Wheel as a traditional Aboriginal approach to good health - brainstorm and analyse factors that influence development - examine origins of emotional maturity - assess the importance of diet
2  150 minutes	CH3.04, REV.01, CHV.03, RE2.02, CH3.02, SO3.03	- Formative anecdotal assessment by teacher - Poster assessment (K/U, A)	- historical overview: the impact of disease and changes in environment, economy, society, and lifestyle on Aboriginal life - videos: <i>Last Days of Okak</i> (NFB, 1985, 33 min.) and <i>Uranium</i> (NFB, 1990, 47 min.) - poster illustrating a relationship between “environment” and “health”
3  300 minutes	CHV.04, CHV.01, REV.02, REV.03, ID1.05, ID2.04, ID3.04	- Assessment of written report by teacher using marking scheme (C, A)	- small-group investigation and written report of statistical information on Aboriginal health issues (e.g., diet, disease, birth rates, etc.) - use of computers to assist and improve research skills
4  300 minutes	CH3.04, CHV.03, CHV.04	- Anecdotal assessment by teacher using rubric for role play (C, A)	- focus on fetal alcohol syndrome; drama production and video - video: <i>David With FAS</i> (NFB, 88 min)
5  300 minutes	ID3.02, SO3.02, CH1.04, ID1.05, CH2.04, SO1.02	- Formative anecdotal assessment on journal writing by teacher - Summative assessment of display board by teacher using poster rubric (T/I, A)	- examination of traditional healing practices - research health and wellness careers incorporating traditional Aboriginal principles

### Unit 5: Education and Community Development

**Time:** 20 hours

#### Unit Description

In this unit, students examine the challenges of social, political, and economic development within First Nation communities. As educational practices evolved from traditional learning experiences to the forcible removal of children to residential schools, to busing to provincially-run schools, and now to locally-controlled schools, students examine the implications of government education policies on First Nation communities and investigate the impact of local control and educational partnerships. Students also come to understand the necessity for the continued development of community services, such as healing centres and outreach programs. Using small group collaboration, debate, and self-directed study, students explore the issues surrounding education, community services, language programs, economic growth, self-government, and the need for cross-cultural dialogue.

### Unit 5 Overview Chart

Activity	Expectations	Assessment	Focus/Tasks/Activities
1  200 minutes	RE2.02, CH3.02, CHV.02, REV.01, CH2.03, CH3.04	- Peer assessment using checklist of worksheet questions (K/U) - Self-assessment of timeline contributions using student-developed criteria (T/I, A)	- develop a timeline for the evolution of education and community development in First Nation communities - compare and contrast traditional Aboriginal viewpoints with Canadian government ideas on education by using video: <i>Duncan Campbell Scott</i> (NFB, 50 min.)
2  300 minutes	ID1.03, IDV.03, RE2.01, SO3.03, CH2.04	- Anecdotal teacher assessment (K/U, C, A) - Summative evaluation of poster using rubric (Appendix F) (K, T/I, A)	Jigsaw on Aboriginal experiences in various residential schools - develop a docu-poster recording residential school problems and their consequences
3  300 minutes	CHV.03, CH1.01, CH1.03, CH2.03, CH3.02, RE3.04	- Summative teacher assessment using rubric (T/I, C, A) - Anecdotal assessment of student notes by teacher (K)	- research models of economic growth which reflect Aboriginal values - personal interviews and Internet research on local community enterprises - produce a written project profiling an Aboriginal-controlled business
4  400 minutes	ID3.01, ID1.01, RE2.05, CH1.04, CH1.03, RE3.04, REV.01, CH3.04, CHV.03, IDV.01, IDV.02, IDV.03	- Self-assessment using checklist - Teacher assessment using rubric for role play (K/U, T/I, C, A)	- develop educational portfolios of First Nation-controlled schools and college/university programs in Indigenous Studies - design a model school- press conference/debate of Aboriginal/non- Aboriginal views on a model school - discussion: government responsibility regarding Native languages and Aboriginal identity

### Unit 6: The Contemporary Aboriginal Person: Maintaining Identity in the Modern World

**Time:** 15 hours

#### Unit Description

This unit assesses the impact of mainstream society and the resilience of Aboriginal peoples and their cultures in the face of these powerful forces. Students re-evaluate earlier considerations relating to Aboriginal identities through independent study projects. The student focus is the impact of media, popular culture, and assimilationist attitudes balanced against the survival of traditional beliefs, language use, and practices. Biographical studies, Aboriginal leadership, the role of women, and the role of elders, musicians, architects, and visual artists are the focus of investigation for students exploring how positive Aboriginal identity is maintained and celebrated. Differing images of Aboriginal identity are redeveloped using both Aboriginal and non-Aboriginal perspectives, and the teacher may give scope for creativity, as images are developed by students.

### Unit 6 Overview Chart

Activity	Expectations	Assessment	Focus/Tasks/Activities
1 150 minutes	IDV.05, ID2.04, IDV.03, ID2.01	Teacher assessment using rubric (T/I, C, A)	- design, administer, analyse, and present results of survey on “Influence of Pop Culture on Aboriginal Youth”
2 150 minutes	ID3.04, RE1.01, SO1.04, RE2.01, ID2.03, ID1.05	Short answer quiz assessed by teacher (K/U)	- compare coverage in mainstream media with that in Aboriginal media (e.g., <i>Windspeaker</i> ) on several current issues
3  225 minutes	SOV.05, ID1.05, ID2.03, SO1.02, SO1.04	Anecdotal assessment by teacher using checklist (T/I)	- survey Aboriginal uses of mass media and art - videos: <i>Bill Reid</i> (NFB, 26 min.); <i>Yuxwelepton</i> (NFB, 21 min.); and <i>Hands of History</i> (NFB, 48 min.) - field trip (gallery, artist’s workshop, radio station, Aboriginal newspaper)
4  375 minutes	IDV.03, IDV.05, REV.05, SO1.02, RE1.02, CHV.03	Summative assessment by teacher using rubric and marking scheme (C, A)	- produce independent study on The Contemporary Aboriginal person (essay, video, dramatic presentation, etc.) - development of clear thesis statement - rough draft and editing - production of final product

### Teaching/Learning Strategies

The teaching and learning strategies recommended for the course Current Aboriginal Issues in Canada, support the Aboriginal principles of holistic and life-long learning. Holistic teaching methods address the student’s intellectual, spiritual, physical, and emotional development. By using elders and community resources, course content provides knowledge and skills, which can be used in other areas of the student’s life. The following teaching and learning activities reflect various approaches to meet student needs and course expectations:

- Direct instruction: whole class and individual;
- Inquiry to generate questions and communicate understanding;
- Problem solving through case studies;
- Cooperative groups – small and large;
- Oral presentations;
- Student projects;
- Graphic organizers (mind maps, tables, charts, etc.);
- Oral presentations from elders and community members;
- Internet searches;
- Visual representations through multimedia presentations;
- Journals and self-assessment;
- Interviews;
- Information technologies (video productions, digital cameras, scanners, etc.);
- Field trips.

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## Assessment & Evaluation of Student Achievement

The purpose of assessment is to improve student learning. In order to gauge student achievement effectively, teachers must employ a variety of assessment methods, including paper and pencil assignments (e.g., multiple-choice or short-answer tests), performance-based assessments (e.g., models, essays, or filming a documentary), and personal communication-based assessment (e.g., oral presentations, debates, or student conferencing). Rubrics, checklists, and a variety of other assessment tools should be employed in evaluating student achievement.

The basis for assessment and evaluation centres on the Achievement Chart, pp. 84-5 of *The Ontario Curriculum, Grades 11 and 12, Native Studies*. The chart identifies four major categories of knowledge and skills: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application.

At the end of the course, students must be given a formal opportunity to assess and evaluate the effectiveness of the course in meeting their needs as learners. The Ministry of Education's policy on assessment and evaluation requires that 70% of a student's final mark be based on term work and 30% be based on a final evaluation, which may take a variety of forms (e.g., written examination, the creation of a product, or performance) and may be divided to include one or more activities. While recognizing the validity and necessity of a final examination, it is suggested that greater weight be given to a culminating activity than to an exam.

## Accommodations

This course requires significant student interaction and good communication skills. The following suggested modifications in instruction, assessment, and evaluation may be required for students with specific needs:

- Simplify tasks;
- Adjust workload;
- Extend time for learning and for completion of tasks;
- Adapt recording, reporting, and presentation of tasks to include visual component;
- Use videos, computers, and magazines for visual representation of course content;
- Use teacher-developed organizers to record information;
- Use teacher-developed mind maps to present events or concepts.

Students who require enrichment can be assigned independent activities to reflect a greater understanding and application of events and concepts.

## Resources

### Note Concerning Permissions

Units in this profile make reference to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.). Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

The resources cited below provide support for teaching and learning in this course. The electronic media and the websites of Aboriginal organizations are invaluable sources of current and diverse perspectives on issues studied in the course. Teachers must remember that it is the nature of electronic media to be fluid and changing. It is important that the teacher review the contents of suggested resources before introducing them into the classroom or recommending them to students.

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Teachers are unlikely to find a single text that can meet the content needs of this course. It is recommended that, prior to implementation, teachers begin to familiarize themselves with the myriad sources of information that can be profitably used. Newspapers, newsmagazines (e.g., *Maclean's*), and educationally oriented magazines (e.g., *Canadian Geographic*, *Aboriginal Voices*) are often sources of information and opinion on current Aboriginal issues. Use of these types of media, as well as film and speakers can greatly augment standard texts.

### Print

“Abuse of Trust.” *Maclean's*, June 26, 2000.

Alfred, T. *Peace, Power, Righteousness: An Indigenous Manifesto*. Don Mills: Oxford University Press, 1999.

Battiste, M., ed. *Reclaiming Indigenous Voice and Vision*. Vancouver: UBC Press, 2000.

Brizinski, P. *Knots in A String*. Saskatoon: University of Saskatchewan, 1993.

Graham, E. *The Mush Hole: Life at Two Indian Residential Schools*. Waterloo: Heffle Publishing, 1999.

McNabb, D. *Circles of Time: Aboriginal Land Rights and Resistance in Ontario*. Waterloo: Wilfred Laurier University Press, 1999.

Miller, J.R. *Shingwauk's Vision: A History of Native Residential Schools*. Toronto: University of Toronto Press, 1996.

Morriseau, Calvin. *Into the Daylight: A Wholistic Approach to Healing*. Toronto: University of Toronto Press, 1996.

Morrison, R.B. and C.R. Wilson, eds. *Native Peoples: The Canadian Experience*. Don Mills: Oxford University Press, 1995.

“Move Over.” *Maclean's*, September 27, 1999.

Ponting, J.R. *First Nations in Canada: Perspectives on Opportunity, Empowerment and Self-Determination*. Toronto: McGraw-Hill-Ryerson, 1997.

Reed, K. *Aboriginal Peoples: Building for the Future*. Don Mills: Oxford University Press, 1999.

*Report of the Royal Commission on Aboriginal Peoples*. Ottawa: Minister of Supply and Services, 1996.

Smart, S.B. and M. Coyle. *Aboriginal Issues Today: A Legal and Business Guide*. North Vancouver: Self-Counsel Press, 1997.

Smith, G. “Protecting and Respecting Indigenous Knowledge.” In Battiste, M., ed. *Reclaiming Indigenous Voice and Vision*. Vancouver: UBC Press, 2000.

Steckley, J. and B. Cummins. *Full Circle: Canada's First Nations*. Toronto: Prentice-Hall, 2001.

Williamson, Pamela. *First Nations People*. Toronto: Emond Montgomery, 1999.

### Websites

**Note:** The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Bill's Aboriginal Links (a site for teachers of this course)

- <http://polisci.nelson.com/aboriginal.html>
- [http://dailynews.yahoo.com/full\\_coverage/canada/first\\_nations](http://dailynews.yahoo.com/full_coverage/canada/first_nations)
- <http://ammsa.com/windspeaker/>
- <http://cbc.ca/news/indepth/aboriginals/>
- <http://www.ayn.ca/> (the Aboriginal Youth Network)
- <http://www.schoolnet.ca/aboriginals/> (First Peoples on Schoolnet)
- <http://www.goodminds.com>

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## Video

The National Film Board website ([www.nfb.ca](http://www.nfb.ca)) has a huge list of films; over 300 are indexed under First Nations. A representative sample, including order numbers, is listed below.

*Acts of Defiance*. NFB, 104 min. C9192016  
*Band Aid*. NFB, 1999, 41 min. 119C9199116  
*Battle for the Trees*. NFB, 1994, 57 min. 111C9193040  
*Beauty of Our People*. NFB, 1987, 67 min. 111C0182173  
*Before Columbus: Invasion*. NFB, 1993, 50 min. 117C0192136  
    *Rebellion*. NFB, 1993, 50 min. 117C0192138  
    *Conversion*. NFB, 1993, 28 min. 117C0192137  
*Bill Reid*. NFB, 1979, 26 min. 106C0179094  
*Blockade: Algonquians Defend the Forest*. NFB, 29 min. 106C0190092  
*Children of the Eagle*. NFB, 1990, 57 min. 113C0190193  
*Dancing Around the Table, Parts I and II*. NFB, 50 min. and 44 min. C0187040 and C0187077)  
*David With FAS*. NFB, 1997, 88 min. 119C9196039  
*Deep Inside Clint Star*. NFB, 1999, 60 min. 149C0198115  
*Duncan Campbell Scott: The Poet and the Indians*. NFB, 56 min. C9195 002/EC009  
*First Nations: The Circle Unbroken (1-4 and 5-7)*. NFB, 60 min. and 57 min. 193C9193003 and 193C9198067  
*Flooding Job's Garden*. NFB, 21 min. c9191044  
*For Angela*. NFB, 60 min. 9193044  
*From Time Immemorial*. NFB, 1991, 52 min. 111C0190113  
*The Gift*. NFB, 1998, 150 min. 106C0197122  
*Half A World Apart*. NFB, 1996, 51 min. 119C0196140  
*Hands of History*. NFB, 1994, 48 min. 106C0194001  
*Hollow Water*. NFB, 2000, 53 min. 119C0100013  
*Hunters and Bombers*. NFB, 1991, 43 min. 106C9190130  
*In Celebration of Nunavut (series)*. NFB, 44 min. 193C0199201  
*It's Hard to Get It Here*. NFB, 98 min. 0184042  
*Justice Denied*. NFB, 1989, 26 min. 105C0189100  
*Keep the Circle Strong*. NFB, 1990, 44 min. 113C0190149  
*Kuper Island: Return to the Healing Centre*. NFB, 1998, 54 min. 113C0197174  
*Kwekanamand: The Wind is Changing*. NFB, 1999, 55 min. 119C9199222  
*Last Days of Okak*. NFB, 1985, 23 min. 106C0185112  
*The Learning Path*. NFB, 49 min. c9191065  
*The Little Trapper*. NFB, 1999, 48 min. 119C0199027  
*Long Lance*. NFB, 1986, 20 min. 106C0186040  
*The Long Walk*. NFB, 1998, 29 min. 449C0198120  
*Moccasin Flats*. NFB, 24 min. 113C0191148  
*My Name is Kahentiiosta*. NFB, 1995, 25 min. 106C0195100  
*Native Legends*. NFB, 68 min. 113C9186182  
*Native Reflections*. NFB, 55 min. 0186187  
*Netsilik Eskimos I*. NFB, 47 min. C0172133  
*The Nitinaht Chronicles*. NFB, 1997, 24 min. 106C0197122

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*No Address*. NFB, 1988, 26 min. 106C0188057  
*No Turning Back*. 58 min. 9196118  
*Ojigkwanong: Encounter With an Algonquian Sage*. NFB, 2000, 24 min. 119C0100054  
*Oka: Behind the Barricades*. NFB, 1998, 26 min. 193C9198082  
*Patrick's Story*. NFB, 1999, 58 min. 119C9199286  
*Place of the Boss: Utshimassits*. NFB, 1996, 24 min. 119C0196112  
*Poundmaker's Lodge: A Healing Place*. NFB, 1987, 48 min. 106C0187011  
*Power*. NFB, 1996, 29 min. 119C0196089  
*Richard Cardinal: Cry From the Diary of a Métis Child*. NFB, 76 min. C0186056  
*Riding the Great Whale*. NFB, 1994, 29 min. 117C0193082  
*Riel Country*. NFB, 1996, 57 min. 117C0196013  
*Rocks at Whiskey Trench*. NFB, 2000, 49 min. 119C0100062  
*School in the Bush*. NFB, 1986, 105 min. 106C0186008  
*Silent Tears*. NFB, 1997, 28 min. C9198 058/E2103  
*Singing Our Stories*. NFB, 1998, 28 min. 119C0198028  
*Spudwrench: Kahnawake Man*. NFB, 1995, 48 min. 106C0197134  
*Starting Fire with Gunpowder*. NFB, 57 min. C9191096  
*Strange Case of Bunny Weequod*. NFB, 1999, 56 min. 119C0199227  
*Tikinigan*. NFB, 56 min. c9191069  
*Time Immemorial*. NFB, 56 min. c9191054  
*Uranium*. NFB, 1990, 47 min. 106C0190053  
*Walker*. NFB, 1991, 13 min. 111C9191109  
*Yuxwelupton: Man of Masks*. NFB, 1998, 21 min. 119C0198101

### **Video from Other Sources**

*Human Rights*. Magic Lantern. Tel: 1 800 263 1717  
*Mission School Syndrome*. Filmwest Ass. Tel: 1 604 769 3399  
*First Nations, First Athletes*. TSN Inside Sports.  
*Diary of an Innu Child*. Cine Fete, 1586 rue Fleury est, Bureau 210, Montreal, QC, H2C 1C6  
*The Loon's Necklace*. Britannica Learning. Tel: 1 416 691 1054  
"Native Rights: Sharing Resources," *CBC News in Review*, November 1999  
"The Nisga'a Settlement," *CBC News in Review*, May 1996

### **OSS Considerations**

OSS policies that impact on the delivery of this course include the policy statements on anti-discrimination education and on exceptional students. The content and learning activities of the course, Aboriginal Peoples in Canada must consider diverse points of view, contributions of a variety of peoples, and the need for sensitivity to the experiences and perceptions of others (*OSS*, pp. 58-9). Secondly, *OSS* Sect. 7.12 provides for modification and alternative expectations for exceptional students – both in terms of learning abilities and language skills.

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## **Coded Expectations, Current Aboriginal Issues in Canada, Grade 11, University/College Preparation, NDA3M**

### **Identity**

#### **Overall Expectations**

- IDV.01** · describe the relationships among language, culture, and identity;
- IDV.02** · demonstrate an understanding of how Aboriginal identity is linked to the physical environment;
- IDV.03** · demonstrate an understanding of the influences on Aboriginal societies that have an impact on their sense of identity;
- IDV.04** · describe Aboriginal perspectives related to issues of identity and sovereignty;
- IDV.05** · describe the impact of media, literature, and popular culture on contemporary Aboriginal society.

#### **Specific Expectations**

##### **Aboriginal World View**

- ID1.01** – describe the ways in which Aboriginal languages contribute to Aboriginal peoples’ sense of identity;
- ID1.02** – explain how the continued use of Aboriginal languages is crucial to the continuity of the customs and cultural practices of Aboriginal peoples;
- ID1.03** – identify the intellectual, physical, emotional, and spiritual impact of the residential school experience on Aboriginal language, culture, and identity;
- ID1.04** – explain how Aboriginal people find their identity in the larger community (e.g., in the extended family) as well as in themselves;
- ID1.05** – identify ways in which Aboriginal elders, healers, leaders, artists, and writers promote cultural perspectives and identities.

##### **Aboriginal and Canadian Relations**

- ID2.01** – identify measures taken by non-Aboriginal society that affect Aboriginal identity, particularly the use, maintenance, and preservation of Aboriginal languages (e.g., the Indian Act, residential schools);
- ID2.02** – explain how Aboriginal languages, as a key element of identity, have survived despite attempts to assimilate Aboriginal peoples;
- ID2.03** – compare Aboriginal people’s definitions of their identity (e.g., in the autobiographies of Aboriginal individuals) with those of non-Aboriginal society (e.g., in court decisions on Aboriginal rights);
- ID2.04** – evaluate the ways in which the identities of contemporary Aboriginal people are influenced by media, literature, and popular culture.

##### **Renewal and Reconciliation**

- ID3.01** – identify specific strategies used to preserve or re-introduce Aboriginal languages in a community (e.g., on local radio programs, in language programs in school);
- ID3.02** – describe how Aboriginal languages are kept alive through the observance of customs, ceremonies, and healing practices;
- ID3.03** – identify how the political and cultural activities and organizations of Aboriginal peoples affect their collective identity (e.g., Aboriginal gatherings, Ontario Native Women’s Association);
- ID3.04** – demonstrate an understanding of the different perspectives of Aboriginal issues reflected in the media coverage from within Aboriginal communities and from mainstream society.

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## Relationships

### Overall Expectations

- REV.01** · describe the historical basis for the contemporary relationship between Aboriginal peoples and Canadian society;
- REV.02** · describe the social, legal, and political environments in which Aboriginal peoples and non-Aboriginal peoples are constructing new relationships;
- REV.03** · demonstrate an understanding of Aboriginal peoples' strong relationship to the land;
- REV.04** · explain the need to promote dialogue and reconciliation in the relationship between Aboriginal peoples and Canadian society;
- REV.05** · demonstrate an understanding of the interrelationships that characterize an Aboriginal world view.

### Specific Expectations

#### Aboriginal World View

- RE1.01** – identify, through analysis, how the goals and strategies of Aboriginal organizations and communities (e.g., in their philosophy and their collective and individual behaviour) reflect an Aboriginal world view;
- RE1.02** – describe how an Aboriginal world view defines and promotes close relationships (e.g., to the land, family, community, and culture);
- RE1.03** – explain how Aboriginal peoples' relationship with the land affects their perspectives on environmental issues (e.g., resource management), and compare the perspectives of non-Aboriginal society on these issues.

#### Aboriginal and Canadian Relations

- RE2.01** – demonstrate an understanding of contemporary Aboriginal perspectives on Aboriginal-Canadian relations (e.g., as expressed in the Red Paper, the response of the Indian Association of Alberta to the federal government's 1969 white paper on Indian policy; the Assembly of First Nations Declaration, 1980; and selections of testimonies before the Royal Commission on Aboriginal Peoples);
- RE2.02** – demonstrate an understanding of the interactions between Aboriginal and non-Aboriginal peoples in the past (e.g., in terms of the role and function of the Indian Act) and how these interactions will influence future relationships;
- RE2.03** – assess the degree to which the needs of Aboriginal peoples are being addressed by Canadian laws and the justice system (e.g., by the use of sentencing circles, by circuit court judges);
- RE2.04** – identify current land-use issues that involve Aboriginal peoples, non-Aboriginal society, and Canadian governments (e.g., issues relating to mining and logging);
- RE2.05** – demonstrate an understanding of the need to initiate and sustain cross-cultural dialogue among Aboriginal and Canadian students.

#### Renewal and Reconciliation

- RE3.01** – identify ways in which Aboriginal peoples and non-Aboriginal peoples could cooperate to achieve a common economic, political, or social objective (e.g., through World Earth Day; by jointly providing ecotourism tours);
- RE3.02** – predict how global trends (e.g., increasing scarcity of water, changes in economic opportunity) will impact on the relationship between Aboriginal peoples and Canadian society;
- RE3.03** – describe sustainable land-use plans appropriate to local environments (e.g., the Porcupine Caribou Management Board) and resource megaprojects (e.g., the Mackenzie Valley pipeline);
- RE3.04** – describe community service projects (e.g., sports camps, habitat restoration projects) that would promote a positive relationship between Aboriginal peoples and other Canadians.

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## **Sovereignty**

### **Overall Expectations**

- SOV.01** · describe sovereignty and self-determination in terms of the political assertions of Aboriginal peoples;
- SOV.02** · describe the principles required for the establishment of Aboriginal self-government;
- SOV.03** · describe the relationship of principles of respect and mutual interdependence to the exercise of self-government in contemporary Aboriginal societies;
- SOV.04** · describe the historical relationships between Aboriginal peoples and the Canadian government, as reflected in specific treaties and agreements and the intent behind them;
- SOV.05** · describe how Aboriginal peoples adapt to external forces.

### **Specific Expectations**

#### **Aboriginal World View**

- SO1.01** – describe how Aboriginal peoples have defined “sovereignty” in their arguments for self-determination (e.g., the Assembly of First Nations Declaration, 1980);
- SO1.02** – describe how Aboriginal women and men maintain their traditions, customs, and practices despite the external forces exerted by modern society;
- SO1.03** – demonstrate an understanding of the historical experience of Aboriginal peoples in asserting their sovereignty through treaties, negotiated agreements, and other formalized processes (e.g., Two Row Wampum Belt, the Nisga’a Treaty, the Delgamuukw case);
- SO1.04** – describe the development and maintenance of an Aboriginal world view to deal with the future impacts of globalization (i.e., the emergence of internationalism both politically and in the world of business).

#### **Aboriginal and Canadian Relations**

- SO2.01** – demonstrate an understanding of the expressions “inherent sovereignty” and “jurisdiction” as used by Aboriginal peoples in current negotiations with the Canadian government (e.g., the Assembly of First Nations Declaration, 1980);
- SO2.02** – demonstrate an understanding of the role of the principle of respect in Aboriginal government (e.g., decision by consensus, the role of the extended family) and determine whether this same principle is utilized by Canadian governments;
- SO2.03** – explain the significance of the negotiations between Aboriginal peoples and the government of Canada on such contemporary issues as political relationships and decision making by Aboriginal communities;
- SO2.04** – demonstrate an understanding that in making treaties, both Aboriginal peoples and the Canadian government recognized and affirmed each other’s authority to enter into and make binding commitments in treaties (e.g., “numbered treaties” 1 to 11).

#### **Renewal and Reconciliation**

- SO3.01** – describe the impact of the concept of Aboriginal self-government on nation building;
- SO3.02** – explain how Aboriginal peoples are reviving customs and traditions (e.g., birthing centres, potlatches);
- SO3.03** – identify the ways in which Aboriginal peoples and other Canadians are attempting to resolve disputes over the past treatment of Aboriginal peoples (e.g., in the ongoing dialogue regarding residential schools, through negotiations about land title);
- SO3.04** – describe examples of Aboriginal peoples’ commitment to sovereignty in the context of contemporary Canada.

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## Challenges

### Overall Expectations

- CHV.01** · identify social, political, and economic issues currently being addressed by Aboriginal individuals and communities in Canada;
- CHV.02** · demonstrate an understanding of the active involvement of Aboriginal peoples in legal and political agreements with the provincial and federal governments;
- CHV.03** · identify the challenges facing Aboriginal youth in Canada and suggest how these challenges can be addressed at a personal, community, and governmental level;
- CHV.04** · demonstrate an understanding of contemporary Aboriginal education and health issues.

### Specific Expectations

#### Aboriginal World View

- CH1.01** – identify models of economic growth that reflect Aboriginal values and traditions (e.g., the Cape Dorset artists' cooperatives);
- CH1.02** – explain Aboriginal and non-Aboriginal perspectives on a specific treaty right (e.g., fishing rights, hunting rights, logging rights);
- CH1.03** – identify how Aboriginal youth are using their understanding of an Aboriginal world view to meet contemporary challenges (e.g., through the Nishnawbe Aski Nation Forum on Youth Suicide);
- CH1.04** – assess ways in which an Aboriginal world view has invigorated and transformed health care and educational practices (e.g., holistic healing, medicines from plants, Native language instruction).

#### Aboriginal and Canadian Relations

- CH2.01** – identify areas of conflict between Aboriginal peoples and the government of Canada with respect to treaty interpretation (e.g., the Jay Treaty of 1794, funding for education, health care);
- CH2.02** – identify significant legal and political agreements between Aboriginal peoples and the governments of Canada (e.g., the Sechelt Agreement, the James Bay and Northern Quebec Agreement);
- CH2.03** – describe projects and programs that celebrate Aboriginal youth achievements, foster communication among Aboriginal and non-Aboriginal youth, and promote a positive self-image in Aboriginal peoples enrolled in contemporary educational institutions;
- CH2.04** – describe the impacts and implications of provincial and federal health and education policies on Aboriginal peoples (e.g., the AIDS awareness programs, the Aboriginal Head Start Program).

#### Renewal and Reconciliation

- CH3.01** – identify ways in which Aboriginal peoples use the legal and political processes to achieve their goals (e.g., Guerin, 1985; at Meech Lake, 1990; Delgamuukw, 1991; the role of Elijah Harper in the ratification process of the Charlottetown Accord in the 1992 constitutional discussions);
- CH3.02** – assess the effectiveness of attempts to improve the relationships among Aboriginal peoples, the Canadian government, and Canadian society as a whole;
- CH3.03** – demonstrate an understanding of the different perspectives of Aboriginal and Canadian youth on their historical and cultural roots;
- CH3.04** – describe how health and education issues relevant to the quality of life of Aboriginal peoples on and off reserves (e.g., the prevalence of diabetes, alcohol and substance abuse, teen pregnancy) are a mutual responsibility of Aboriginal peoples and Canadian society.

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## Unit 4: Health and Wellness: Contemporary Challenges

**Time:** 20 hours

### Unit Description

Students investigate how current issues in the areas of Aboriginal health and wellness are reflections of living conditions in Aboriginal communities. These conditions in turn are rooted in the historical relationships, which have evolved between Aboriginal and non-Aboriginal people. Students explore how traditional Aboriginal wellness concepts, such as, the Medicine Wheel, were challenged by the disease and economic dislocations that followed European contact. The unit includes an investigation of current statistical information and news stories relating to birth rates, diet, use of alcohol, high incarceration rate of Aboriginal people, and other community health issues and their treatment. As traditional Aboriginal views and practices reinvigorate the face of health care in Aboriginal communities, students have an opportunity to examine the needs and opportunities presented by these challenges as modern Aboriginal peoples strive to maintain wellness and health.

### Strand(s) & Learning Expectations

**Strand(s):** Identity, Relationships, Sovereignty, Challenges

### Overall Expectations

REV.01 - describe the historical basis for the contemporary relationship between Aboriginal peoples and Canadian society;

REV.02 - describe the social, legal, and political environments in which Aboriginal peoples and non-Aboriginal peoples are constructing new relationships;

REV.03 - demonstrate an understanding of Aboriginal peoples' strong relationship to the land;

REV.05 - demonstrate an understanding of the interrelationships that characterize an Aboriginal world view;

CHV.01 - identify social, political, and economic issues currently being addressed by Aboriginal individuals and communities in Canada;

CHV.03 - identify the challenges facing Aboriginal youth in Canada and suggest how these challenges can be addressed at a personal, community, and governmental level;

CHV.04 - demonstrate an understanding of contemporary Aboriginal education and health issues.

### Specific Expectations

ID1.05 - identify ways in which Aboriginal elders, healers, leaders, artists, and writers promote cultural perspectives and identities;

ID3.02 - describe how Aboriginal languages are kept alive through the observance of customs, ceremonies, and healing practices;

SO3.02 - explain how Aboriginal peoples are reviving customs and traditions (e.g., birthing centres, potlatches);

CH1.04 - assess ways in which an Aboriginal world view has invigorated and transformed health care and educational practices (e.g., holistic healing, medicines from plants, Native language instruction);

CH2.04 - describe the impacts and implications of provincial and federal health and education policies on Aboriginal peoples (e.g., the AIDS awareness programs, the Aboriginal Head Start Program);

CH3.02 - assess the effectiveness of attempts to improve the relationships among Aboriginal peoples, the Canadian government, and Canadian society as a whole;

CH3.04 - describe how health and education issues relevant to the quality of life of Aboriginal peoples on and off reserves (e.g., the prevalence of diabetes, alcohol and substance abuse, teen pregnancy) are a mutual responsibility of Aboriginal peoples and Canadian society.

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## Activity Titles (Time & Sequence)

Activity 1	Health and Wellness	150 minutes
Activity 2	The Impact of European Contact on Aboriginal Health	150 minutes
Activity 3	Current Problems in Aboriginal Health	300 minutes
Activity 4	Focus on An Issue: Fetal Alcohol Syndrome	300 minutes
Activity 5	Integrated Healing: A New Vision, An Ancient Path	300 minutes

### Activity 1: Health and Wellness

**Time:** 150 minutes

#### Description

In this activity, students explore a range of perspectives on the health and wellness of Aboriginal peoples. Students investigate traditional concepts of health and wellness through interpretations associated with the Medicine Wheel. They examine current practices regarding personal diet and health care and determine how and why healthy viewpoints and practices for Aboriginal peoples are essential for community well-being.

#### Strand(s) & Learning Expectations

**Strand(s):** Relationships, Sovereignty, Challenges

#### Overall Expectations

REV.03 - demonstrate an understanding of Aboriginal peoples' strong relationship to the land;

REV.05 - demonstrate an understanding of the interrelationships that characterize an Aboriginal world view;

CHV.01 - identify social, political, and economic issues currently being addressed by Aboriginal individuals and communities in Canada;

CHV.03 - identify the challenges facing Aboriginal youth in Canada and suggest how these challenges can be addressed at a personal, community, and governmental level.

#### Specific Expectations

RE1.02 - describe how an Aboriginal world view defines and promotes close relationships (e.g., to the land, family, community, and culture);

SO1.02 - describe how Aboriginal women and men maintain their traditions, customs, and practices despite the external forces exerted by modern society;

SO3.02 - explain how Aboriginal peoples are reviving customs and traditions (e.g., birthing centres, potlatches);

CH1.03 - identify how Aboriginal youth are using their understanding of an Aboriginal world view to meet contemporary challenges (e.g., through the Nishnawbe Aski Nation Forum on Youth Suicide);

CH2.04 - describe the impacts and implications of provincial and federal health and education policies on Aboriginal peoples (e.g., the AIDS awareness programs, the Aboriginal Head Start Program).

#### Prior Knowledge & Skills

Students have a personal sense of the meaning of health and wellness, but this can be expanded to consider wider implications of health and wellness within a community. Material studied in previous units deals in part with perceptions of community and individual health. Media images and brainstorming about who and what determines health and wellness standards can serve as a basis for discussion. Thus, historical and geographical knowledge from the Grades 9 and 10 courses in Canadian and World Studies assists in the development of this lesson sequence.

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## Planning Notes

- The teacher should be familiar with Aboriginal teachings associated with the Medicine Wheel.
- The teacher can explore concepts associated with physical, mental, social, and spiritual health and wellness. These concepts can be categorized using concepts associated with the Medicine Wheel.
- Characteristics of physical and mental health need to be examined before dealing with social and spiritual issues. Links to spiritual beliefs that support health concepts are made by students to support health concepts.
- The teacher should prepare a chart showing the four areas of the Medicine Wheel, leaving space for student input.
- The teacher should provide a copy of *Canada's Food Guide* for each student.

## Teaching/Learning Strategies

1. Using a large circle on the board, students identify the four components of holistic health and wellness: Physical, Mental, Emotional, and Spiritual.
2. Students brainstorm positive characteristics of physical and mental health.
3. In groups, in pairs, or through Socratic question-and-answer methodology, students list factors that could inhibit physical and mental growth and development.
4. Students brainstorm characteristics of stable and unstable emotional behaviour associated with different age groups (e.g., 3-year-old, 12-year-old, 17-year-old, parents).
5. Students explore how an individual's emotional behaviour is formed: within a family, in a community, with relations, with friends, and at different ages.
6. Spiritual wellness is examined in the context of mental, social and physical well-being. Students consider positive and negative factors that contribute to spiritual understanding.
7. The role played by diet in health matters is examined. Students study *Canada's Food Guide* and compare its recommendations to the economic realities and foods available in isolated Aboriginal communities.
8. Students identify reasons why individuals and communities can demonstrate both healthy and unhealthy characteristics.

## Assessment & Evaluation of Student Achievement

- Students make organized notes on information researched and discussed.
- A brief quiz on information is used to assess knowledge and understanding.
- Worksheets are completed and evaluated.
- Diagnostic self-assessment by students using checklists is encouraged, as information presented is sensitive.

## Accommodations

- Student achievement in communication might be demonstrated in oral or written form.
- Clear written instructions could be provided if class brainstorming activities are not appropriate.
- Focused individual activities should replace group interactions if appropriate for some students.

## Resources

Ryan, Allan J. *The Trickster Shift: Humour and Irony in Contemporary Native Art*. Vancouver: UBC Press, 1999.

Williamson, Pam. *First Nations People*. Toronto: Emond Montgomery Publishing Ltd., 1999.

## Internet

For an explanation of the Medicine Wheel:

– [www.geocities.com/Rain Forest/ Canopy/1835/wheel/html](http://www.geocities.com/Rain Forest/ Canopy/1835/wheel/html)

– [www.sootribe.org/medicinewheel.html](http://www.sootribe.org/medicinewheel.html)

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## **Activity 2: The Impact of European Contact on Aboriginal Health**

**Time:** 150 minutes

### **Description**

Students explore the impact of European contact on Aboriginal physical, mental, and spiritual health. By tracing changes that occurred following the arrival of Europeans, students examine the epidemics, the culture shock, and the economic and environmental changes which had an impact on the social health and wellness of Aboriginal communities. Students develop a web, which indicates the causal connections among the environment, lifestyle changes, and emotional and physical diseases.

### **Strand(s) & Learning Expectations**

**Strand(s):** Sovereignty, Relationships, Challenges

#### **Overall Expectations**

REV.01 - describe the historical basis for the contemporary relationship between Aboriginal peoples and Canadian society;

CHV.03 - identify the challenges facing Aboriginal youth in Canada and suggest how these challenges can be addressed at a personal, community, and governmental level.

#### **Specific Expectations**

RE2.02 - demonstrate an understanding of the interactions between Aboriginal and non-Aboriginal peoples in the past (e.g., in terms of the role and function of the Indian Act) and how these interactions will influence future relationships;

SO3.03 - identify the ways in which Aboriginal peoples and other Canadians are attempting to resolve disputes over the past treatment of Aboriginal peoples (e.g., in the ongoing dialogue regarding residential schools, through negotiations about land title);

CH3.02 - assess the effectiveness of attempts to improve the relationships among Aboriginal peoples, the Canadian government, and Canadian society as a whole;

CH3.04 - describe how health and education issues relevant to the quality of life of Aboriginal peoples on and off reserves (e.g., the prevalence of diabetes, alcohol and substance abuse, teen pregnancy) are a mutual responsibility of Aboriginal peoples and Canadian society.

### **Prior Knowledge & Skills**

Students should be familiar with the use of various graphic organizers, including charts and webs.

Students also need a general knowledge of the history of Aboriginal-Canadian relations over the past five hundred years.

### **Planning Notes**

The teacher should gather and prepare materials for the class beforehand: chart paper, poster paper, and markers.

### **Teaching/Learning Strategies**

1. Review briefly the lifestyles of Aboriginal peoples before European contact: governance, religion, work, and the education system. List changes that occurred due to European contact (e.g., smallpox and other diseases, conversions to Christianity, residential schools, the introduction of elected band councils, new laws, change from subsistence to market economy, etc.).

2. Students create a graphic organizer, which illustrates the consequences when Aboriginal and Canadian societies met and the resultant cultural disjunction.

Aboriginal Societies	European Society	Possible Culture Shock
Subsistence economies	Commercial economy	
Traditional religions	Christianity	
Health and disease	New diseases	
Sharing values	Competition for resources	
Traditional education	New language and writing	

3. Based on this graphic organizer, students discuss the physical and emotional impacts of the arrival of the Europeans on Aboriginal communities.
4. Organize students into small groups and apply the results of the organizer by examining the impact of Europeans on a) the Inuit, b) the Woodland peoples, c) West Coast cultures, d) the peoples of the Plains, e) the Métis. Be sure students are aware that the contact occurred in different historical periods, and that the focus should be, as much as possible, on the impact on Aboriginal health.
5. Show the video, *Last Days of Okak*, to illustrate the effects of such European diseases as Spanish influenza on Aboriginal communities across Canada. The population chart, found in *First Nations: The Circle Unbroken - A Teacher's Guide*, gives students a dramatic example of the impact of epidemics on Aboriginal peoples.
6. Show the video, *Uranium*, to illustrate the connections between environment and health issues. Students create a web, illustrating relationships that exist among changes in environment, lifestyle, society, and Aboriginal physical and emotional problems.
7. Students create a poster illustrating the relationship between some aspect of the environment and the physical, social, and emotional health of Aboriginal communities.

### Assessment & Evaluation of Student Achievement

- Use formative teacher assessments to guide students in developing an understanding of the impact of European contact on Aboriginal communities.
- Use formative teacher checklist to assess student perceptions of the connections between the environment and the health and wellness of Aboriginal communities.
- Use rubrics to assess student involvement during class discussions.
- Use a poster rubric to assess student understanding of the interconnectedness of environment, lifestyle, economic shifts, and the development of disease. (See Appendix A, Unit 4, Activity 2.)

### Accommodations

- The teacher may provide a template to help structure responses for the web exercise or the poster. Students may prefer a written response rather than the poster.
- Group tasks may be allotted according to student ability.
- Students who require enrichment could search other areas in the world (Brazil, New Guinea, Indonesia) in which the destruction of the environment has had an impact on the social, emotional, and physical health of the indigenous communities.

### Resources

#### Print

Fenton, William. *Contacts Between Iroquois Herbalism and Colonial Medicine*. Washington: Smithsonian Institute, 1941.

Grygier, Pat Sandiford. *A Long Way from Home: the Tuberculosis Epidemic Among the Inuit*. Montreal: McGill-Queen's University Press, 1994.

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- Lacey, Laurie. *Mi'cmaq Indian Medicine: A Traditional Way of Health*. Halifax: Formac, 1977.
- McKechnie, Robert E. *Strong Medicine: A History of Healing on the Northwest B.C. Coast*. Vancouver: Douglas and McIntyre, 1975.
- Ontario Advisory Council on Senior Citizens. *Denied Too Long: The Needs and Concerns of Seniors Living in First Nations Communities in Ontario*. Toronto: Canadian Government Publishing Centre, 1993.
- Royal Commission on Aboriginal Peoples. *Path to Healing*. Ottawa: Supply and Services, 1993.
- Speck, Dara Culhane. *An Error in Judgement: The Politics of Medical Care in an Indian/White Community*. Vancouver: Talonbooks, 1987.
- The Story of Indian and Inuit Nurses of Canada*. 47 Clarence St., Ottawa: The Indian and Inuit Nurses of Canada, 1985.
- Summary of Findings Report, Ontario Aboriginal Health Policy*. Toronto: Ontario Federation of Indian Friendship Centres, 1992.
- Young, T. Kue. *Health and Change in the Subarctic*. Toronto: University of Toronto Press, 1988.
- Young, T. Kue. *Health Care of Native Americans*. Toronto: University of Toronto Press, 1995.

### **Video**

- The Last Days of Okak*. NFB, 1985, 23 min.
- Uranium*. NFB, 1990, 47 min.
- Conversion*. NFB, 50 min.

## **Activity 3: Current Problems in Aboriginal Health**

**Time:** 300 minutes

### **Description**

In this activity, students examine reports of the current state of Aboriginal health as reflected in news stories and statistics on selected health issues. Students find, extract, and present statistics in ways that clarify the particular health problems in Aboriginal communities. With careful teacher support and guidance, students research important health issues that are meaningful to their lives.

### **Strand(s) & Learning Expectations**

**Strand(s):** Challenges, Relationships, Identity

#### **Overall Expectations**

REV.02 - describe the social, legal, and political environments in which Aboriginal peoples and non-Aboriginal peoples are constructing new relationships;

REV.03 - demonstrate an understanding of Aboriginal peoples' strong relationship to the land;

CHV.01 - identify social, political, and economic issues currently being addressed by Aboriginal individuals and communities in Canada;

CHV.04 - demonstrate an understanding of contemporary Aboriginal education and health issues.

#### **Specific Expectations**

ID1.05 - identify ways in which Aboriginal elders, healers, leaders, artists, and writers promote cultural perspectives and identities;

ID2.04 - evaluate the ways in which the identities of contemporary Aboriginal people are influenced by media, literature, and popular culture;

ID3.04 - demonstrate an understanding of the different perspectives of Aboriginal issues reflected in the media coverage from within Aboriginal communities and from mainstream society;

SO3.01 - describe the impact of the concept of Aboriginal self-government on nation building.

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## **Prior Knowledge & Skills**

Students require a degree of computer skill to use search engines, locate websites, and extract information. The teacher may need to review common statistical expressions (e.g., occurrences per thousand). Further, the teacher may need to review skills required to convert raw numerical data into graphs, pie charts, or other visual formats, which make information more easily accessible and increase its impact. In classroom situations without computer access, students should read news stories associated with Aboriginal health issues to get a sense of the dimension and breadth of health concerns in Aboriginal and remote communities, as well as in urban centres.

## **Planning Notes**

It is critical that the teacher locates and previews current news stories and especially statistical sources in advance. Much of the information is sensitive and may cause an emotional reaction with some students. Media stories may be balanced with references from Aboriginal newspapers and the Royal Commission on Aboriginal Peoples. Generally, information from statistical sources available from computer databases is more current than books. Teachers are advised to assign health issues for which adequate information is available.

The teacher needs to be fully aware that dealing with such emotion-laden topics may prove difficult and depressing for some students. Nonetheless, it is fundamental that students investigate health problems that have reached crisis proportions in some Aboriginal communities.

## **Teaching/Learning Strategies**

1. In small work groups, students examine a selected health problem of concern to Aboriginal communities in Canada. Depending on local interest, the skill of the group, or the nature of the chosen problem, students may choose to find and analyse statistics or research and report on news stories. Suggested topics include: diabetes, life expectancy, suicide, obesity, infant malnutrition, AIDS, depression, family violence, teen pregnancy, tuberculosis, STDs, smoking, poisoning (lead and mercury), alcohol abuse, drug abuse (including gasoline and solvent sniffing).
2. If possible, students compare the dimension of the problem in Aboriginal communities with Canadian society as a whole.
3. Students prepare graphs, charts, or multimedia presentations and orally present and explain them to the class.
4. Following the presentations, students individually and then as a class rank order the problems they have been discussing. Each student then writes a written response in his/her journal to identify what he/she considers the most pressing problem, and describes possible solutions to the problem. Those students who wish could share their responses with the class.

## **Assessment & Evaluation of Student Achievement**

- Assessment of the student group work should be by means of formative and anecdotal comments by the teacher, as students encounter different problems depending on the topic they have chosen.
- The report may likewise take a variety of forms, and the teacher should make the expectations clear. A generalized rubric for oral presentations would be of considerable use. If it is more suitable (or most reports are in a written format), teachers may evaluate the written material using a marking scheme.

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## Accommodations

The key variable in this activity is the degree to which students need to have the statistics simplified. Teachers can assign data that require very little manipulation before being converted into a chart or graph. Likewise, teachers need to be aware of which news stories are easier to research. Templates for the construction of graphs or charts can be made available to students. For those students who find oral presentations too stressful, a written response or analysis may be accepted. Students may decide to choose (or to avoid) health problems with which they are personally familiar, and the teacher needs to be sensitive to those choices. The range of enrichment assignments is wide, and the teacher may prefer to let students exercise greater choice in defining the problem and finding their own sources for relevant information.

## Resources

### Print

Beat Heart, with Molly Larkin. *The Wind is My Mother*. New York: Berkeley Books, 1996.

Morriseau, Calvin. *Into the Daylight: A Wholistic Approach to Healing*. Toronto: University of Toronto Press, 1999.

*Report of the Royal Commission on Aboriginal Peoples*. Ottawa: Ministry of Supply and Services Canada, Volume 3, 1996.

### Internet

Internet search on Aboriginal issues should begin with Bill's Aboriginal Links. Also see:

- First Nations and Inuit Health Services
- Native Nations of North America (see Health)
- Assembly of First Nations (see Health)
- Turtle Island Native Network (see Healing and Wellness)

Mainline news sources:

- [www.theglobeandmail.com](http://www.theglobeandmail.com)
- [www.macleans.ca](http://www.macleans.ca)

*Windspeaker* – Selected news stories

Statistics:

- Statistics Canada: Aboriginal Populations
- [www.statcan.ca/Daily/English/980113/d980113.htm#ART2](http://www.statcan.ca/Daily/English/980113/d980113.htm#ART2)

### Video

“The Innu: Another Cry For Help,” *CBC News in Review*, February 2001.

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## **Activity 4: Focus on an Issue: Fetal Alcohol Syndrome**

**Time:** 300 minutes

### **Description**

Students view video resources, discuss information in small groups, and participate in a drama production related to Fetal Alcohol Syndrome. Following this period of awareness building, information analysis, and sensitization, students, in small groups, prepare a short written submission that identifies Fetal Alcohol Syndrome as an issue of grave significance to Aboriginal youth. This paper should include a description of a potential ad campaign that would seek to raise awareness among Aboriginal youth of the devastating impact of alcohol consumption on the unborn. Students also develop a product relevant to the described advertising campaign (e.g., Aboriginal health services pamphlet; Aboriginal mid-wives' maternity clinic information board notice, video, or radio commercial; article for submission to Aboriginal Youth Network website; article for Aboriginal newspaper; Aboriginal student group poster).

### **Strand(s) & Learning Expectations**

**Strand(s):** Challenges

#### **Overall Expectations**

CHV.03 - identify the challenges facing Aboriginal youth in Canada and suggest how these challenges can be addressed at a personal, community, and governmental level;

CHV.04 - demonstrate an understanding of contemporary Aboriginal education and health issues.

#### **Specific Expectations**

CH3.04 - demonstrate how health and education issues relevant to the quality of life of Aboriginal peoples on and off reserves (e.g., the prevalence of diabetes, alcohol and substance abuse, teen pregnancy) are a mutual responsibility of Aboriginal peoples and Canadian society.

### **Prior Knowledge & Skills**

Students should have some experience with self-evaluation before they attempt to assign meaningful grades to themselves. The teacher should attempt to determine students' prior knowledge and comfort with this type of assessment before implementing it.

### **Planning Notes**

- The introductory elements of this activity suggest the use of classroom discussion. The teacher should read over the questions suggested for use in Strategy 1 and reflect on possible responses to potential student answers. The content is emotion-laden. Teachers need to be sensitive to the impact that this topic may have on students.
- In respect to the use of questioning as a teaching methodology, it is important to remember that students' answers rarely rise to a higher level of thought than the teacher's question requires.
- The teacher must be well informed in regards to this topic prior to introducing the activity. See Resources for materials that provide necessary background information.
- Students make an entry in a reflection response journal for assessment. To be meaningful and effective, it is important that students develop the habit of structured self-assessment of journal entries at the course outset.

### **Teaching/Learning Strategies**

1. Prompted by teacher questions, the issue of Fetal Alcohol Syndrome is introduced, by having students review and discuss the statistical information from the previous activity. They identify issues they believe are of particular relevance to youth and record them on the overhead, board, chart paper, etc.

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2. Inform students that for the next several periods, the class examines an issue in an in-depth and detailed fashion. The issue is Fetal Alcohol Syndrome/Fetal Alcohol Effect and the impact on Aboriginal peoples and communities. If students did not identify this issue in Strategy 1, discussion should take place as to why this issue was not recognized as being significant.
  3. Provide students with an advance organizer that identifies the direction inquiry into this issue will take over the next three to four periods (an approximation, based on 70- to 80-minute periods). The organizer should include the sequentially organized topics: (i) *What are FAS and FAE*; (ii) *Furthering our Understanding through Discussion*; (iii) *Achieving Empathy through Drama*; (iv) *Communicating our Concern*.
  4. *What are FAS and FAE?* Students should be given a short period of time to reflect on and share their knowledge of this topic and to learn from their peers. Students form groups of four. Ask them to discuss questions, basing their responses on the group's current knowledge about FAS and FAE. Some questions that could be used for this exercise are:
    - With explicit reference to information conveyed by the names of these disorders alone (Fetal Alcohol Syndrome and Fetal Alcohol Effect) describe what these disorders are and who they affect.
    - What is the impact of FAS/FAE on infant mortality? on teenage suicide? on longevity?
    - Why do you think that some researchers have suggested that FAS and FAE (Fetal Alcohol Effects) may be underreported and under-acknowledged within some Aboriginal communities?
    - Why do you think that the Royal Commission on Aboriginal Peoples described the pain of FAS as being “particularly acute” to Aboriginal peoples?
    - What is preventive medicine and how is it different from the more conventional ‘treatment’ orientation to health care? How would the concept of preventive medicine apply to dealing with the issue of FAS?

It may be helpful to assign roles to students within the group (e.g., recorder, encourager, presenter, idea-giver, etc.). After giving student groups 15 minutes to note ideas, stop the process and invite responses. Discussion is appropriate. Encourage responses that begin with reliable data and that make reasoned inferences and conclusions. Students should recognize that this represents their current knowledge about the topic of FAS/FAE.

5. Students watch the film, *David with FAS*. Students should make a reflection entry in their journals. This video portrays a 21-year-old victim of Fetal Alcohol Syndrome and his adoptive mother, Mary, as they struggle with the consequences of the syndrome. The focus for the reflection response should be how the video may have changed their understandings of FAS.
6. *Furthering our Understanding through Discussion*. Students form pairs. Each student gets a selection of information cards on FAS, developed from suggested resources (see Resources). Students take ten minutes to study the information on their cards. Then, they relate to their partner, in their own words, the facts and knowledge from their group of cards. Sample information bullets to be included on cards are:
  - Alcohol consumed by a pregnant woman affects the brain and central nervous system of the fetus; children with FAS often cannot learn as easily as other children.
  - FAS children frequently have facial abnormalities.
  - Alcohol in the womb affects the development of the fetus' auditory (hearing) structures. Many FAS children have elevated numbers of ear infections and often endure hearing loss.
  - Skeletal abnormalities are common among FAS children. Microencephaly, club foot, chest cage malformations, and spine problems have been noted.
  - Behavioural problems are often seen in FAS children; hyperactivity, eating disorders, body rocking, anxiety, and difficulties with peers have all been recorded in medical reports.

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- Children are uniquely honoured in the traditions of Aboriginal cultures. It is said in some traditions that they are gifts from the spirit world, and thus have to be treated very gently or they will become unhappy with this world and will leave it for a friendlier place.
7. *Achieving Empathy through Drama*. One of the benefits of drama as a pedagogical tool is that through movement and speech the participant is able to connect actions to feelings. While time is a limiting factor, it is a good idea to have students do brief warm-ups. See Resources for texts that can provide ideas. (See Appendix C, Unit 4, Activity 4 – Nine Months Can Be Forever.) This resource can be used in various ways. Students can take roles and simply read the play aloud. The teacher should facilitate the use of the play in a more dramatic, “in-role” manner by students whenever possible. Another possibility is having students write a short one-act drama on this topic prior to the lesson and using it. Drama can be an especially rewarding activity for educators working with Native students. Drama as a teaching methodology respects Aboriginal education perspectives insofar as the power of the spoken word is recognized and honoured. “Language”, Aboriginal educator Gregory Cajete comments in his book, *Look to the Mountain: An Ecology of Indigenous Education*, “is an expression of the spirit because it contains the power to move people and to express human thought and feeling.”
- Following the play, the teacher might encourage discussions by having students complete the following:
- a) I felt strongly about...
  - b) The things I would like to change are...
  - c) The play taught me...
- (See Appendix B, Unit 4, Activity 4, for Advance Organizer.)
8. *Communicating our Concern*. Students develop a one-page written submission titled “FAS and its Impact on Aboriginal Peoples.” This submission describes why FAS and FAE represent significant challenges for Aboriginal youth in Canada. It also briefly outlines a community and governmental advertising campaign that seeks to raise awareness among Aboriginal youth of the problem of FAS/FAE. Students develop a product to support the advertising campaign (e.g., Aboriginal health services pamphlet; Aboriginal mid-wives’ maternity clinic information board notice, video, or radio commercial; article for submission to Aboriginal Youth Network website; article for Aboriginal newspaper). Collect real-world exemplars that can be shared with students before they start to develop the final product. Integrated Healing Programs at Ontario Native Women’s Association (ONWA) chapters and programs at urban Friendship Centres might have useful samples.

### **Assessment & Evaluation of Student Achievement**

- The teacher should make anecdotal reports relating to student contributions and observed learning skills during their group sharing and interaction in Strategy 4. Formative feedback should be provided to students so that they can improve on the quality of their future cooperative learning interactions.
- After viewing the video, students self-assess their reflection response journal entry (see Planning Notes for caution in use of reflection response journal in assessment).
- A peer assessment would be appropriate for students after Strategy 6.
- The final written submission/advertising campaign product is evaluated using a teacher-developed rubric.

### **Accommodations**

- For the final writing assignment submission (one page) some students may benefit from having the assignment carefully structured (e.g., half page for description of why the issue is important, half page describing advertising campaign). If necessary, provide the student with the number of paragraphs expected and write out topic sentences for each paragraph.

- Students use a proofreading checklist to focus their attention on the task of editing the submitted work.
- Insist on proofreading by the student and a peer before work is handed in.
- In some instances it may be necessary to accept answers that have been dictated to a scribe.
- For students who require enrichment, consider a more evaluative emphasis on the overall impact of the product in the assignment as opposed to the format and content criteria. When impact criteria are emphasized in assessment, and form and process downplayed, students are encouraged to focus on creative ways to achieve the desired impact. This may mean modifying the assessment rubric.

## Resources

### Print

Courtney, R. *Re-play: Studies in Human Drama in Education*. Toronto: OISE Press, 1982.

Ministry of Education. *Dramatic Arts Grade 9 Course Profile*. Queen's Printer for Ontario, 1999.

*Report of the Royal Commission on Aboriginal Peoples*. Ottawa: Minister of Supply and Services Canada, Volume 3, chapter 3, 1996.

Seaward, C.A. and W. Barber. "Fetal Alcohol Syndrome: Characteristics, Prevention, Treatment and Long-Term Outlook." *B.C. Journal of Special Education*, V. 15, No. 2, 1991, pp.164-176.

### Internet

– [www.taconic.net/seminars/fas.oz.html](http://www.taconic.net/seminars/fas.oz.html)

– [www.alcoholism.about.com/msubfas.htm](http://www.alcoholism.about.com/msubfas.htm)

– [www.specialized.Aboutcom/msubfas.htm](http://www.specialized.Aboutcom/msubfas.htm)

### Video

*David with FAS*. National Film Board of Canada, 44 min. C9196039/E9903

## Activity 5: Integrated Healing: A New Vision, An Ancient Path

**Time:** 300 minutes

### Description

Students examine ways in which traditional Aboriginal approaches to health and wellness are being fused with and invigorating more conventional "Western" approaches to medicine. Students investigate a health services career and, through the development of a career presentation board, describe how practice in that field might be enhanced through the inclusion of elements of Aboriginal world views relevant to the promotion and improvement of health and wellness.

### Strand(s) & Learning Expectations

**Strand(s):** Identity, Sovereignty, Challenges

#### Specific Expectations

ID1.05 - identify ways in which Aboriginal elders, healers, leaders, artists, and writers promote cultural perspectives and identity;

ID3.02 - describe how Aboriginal languages are kept alive through the observance of customs, ceremonies, and healing practices;

SO1.02 - describe how Aboriginal women and men maintain their traditions, customs, and practices despite the external forces exerted by modern society;

SO3.02 - explain how Aboriginal peoples are reviving customs and traditions (e.g., birthing centres, potlaches);

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CH1.04 - assess ways in which an Aboriginal world view has invigorated and transformed health care and educational practices (e.g., holistic healing, medicines from plants);  
CH2.04 - describe the impacts and implications of provincial and federal health and education policies on Aboriginal peoples (e.g., AIDS awareness programs).

### **Prior Knowledge & Skills**

It would be useful if students had a basic knowledge of the facts surrounding historical contact between the various Aboriginal cultures in Canada and the European peoples. It is important that they have some understanding that the post-contact Aboriginal population crash was largely a result of the unequal exchange of diseases between European and Aboriginal peoples. It would be useful to review statistical evidence introduced in previous activities.

### **Planning Notes**

If possible, contact an Aboriginal health care worker to come into the classroom and discuss his/her career with students. When contacting community members, always provide detailed information on what is being studied and how you envision them supporting the student's achievement of expectations. For example: if this individual exemplifies the inclusion of Aboriginal perspectives in their provision of health care services, the teacher might ask him/her if he/she could discuss the obstacles he/she had to overcome in order to promote and fuse these practices with more conventional approaches. If the health care workers went to a more "Western" oriented training facility, did they find the practice of their customs and traditions at odds with otherwise accepted practice?

### **Teaching/Learning Strategies**

1. Introduce this short series of lessons by describing to students that, prior to contact with European explorers and settlers, the Aboriginal peoples of the "New World" were healthy in mind, spirit, and body. They had developed their own system of health and healing approaches that grew out of the world view held by each Aboriginal nation. The *Report of the Royal Commission on Aboriginal Peoples* notes that effective approaches to Aboriginal health and wellness must "attend to the spiritual, emotional, and social aspects of physical health problems AS WELL AS the physical health aspects of spiritual, emotional and social problems" (V.3, ch. 3, p. 226).
2. It is important that the teacher help students to understand that the traditional holistic perspective on health was responsible for the state of good health enjoyed by native peoples before contact (or at least before extensive contact) with Canadian lifestyles. A good, accessible resource to use for information on this topic is Jack Weatherford's book *Indian Givers* (see Resources). Students may be surprised to learn that at the time of contact it was the Aboriginal people who had the superior medical skills.
3. Share the following quote by an anonymous elder from Waskaganish. Waskaganish is a small Cree community on the eastern shores of James Bay in northern Quebec. Put the quote on an overhead. Have students read it, then use questions to stimulate a short class discussion. The quote is taken from the book, *Healing Ourselves, Helping Ourselves: The Medicinal Use of Plants and Animals by the People of Waskaganish*, by S. Marshall, L. Diamond, and S. Blackned, The Cree Regional Authority.

In those days we rarely got sick. We would go to our traplines in the early fall and not return until later winter or spring, probably around late March. Moving from camp to camp we stayed strong and healthy, for the camps were clean, the air was clean and we had good food. But when we were sick, it was the plants and animals from our hunting territories which were used as the basis of our medicines.

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The traditional northern Cree approach to health and wellness is also exemplified in sections of the book, *Ellen Smallboy: Glimpses of a Cree Woman's Life*, by Regina Flannery (see Resources). A section on p. 42 of this book reveals that an extensive store of traditional knowledge about health care existed among the Cree people well into the twentieth century. Interestingly, Ellen is quoted in this passage as saying that women often knew more about medicine than men and freely exchanged information.

After students have read the quote and perhaps read the section in the *Smallboy* book, show them an overhead of the Medicine Wheel. Describe for them how the wheel symbolizes a traditional approach to health care and wellness practised by various Aboriginal nations in western Canada. It is important that students understand the holistic and integrated approach to healing promoted by the Medicine Wheel. Ask students to connect details in the texts to the practices and philosophies inherent to the Medicine Wheel. Students prepare a short written response (this would work as a homework assignment).

(Student instructions) The Royal Commission on Aboriginal Peoples made the following statement:

“To be truly effective, Aboriginal health and healing systems must attend to the spiritual, emotional, and social aspects of physical health problems and to the physical health aspects of spiritual, emotional and social problems” (V.3, ch. 3, p. 226).

Did the Royal Commission misunderstand the use of the Medicine Wheel?

4. Outline the student task (one way this can be done is by sharing with students the activities evaluation rubric – see Appendix E), which essentially involves students doing research into health-care professions, then, demonstrating their acquired knowledge by creating a health care career display board. The display board, (this can be purchased or made from cardboard) replicates what might be done if students were actual health-care professionals preparing a career-day presentation booth. The twist is that students ensure that the depiction of this career is inclusive of Aboriginal healing and wellness perspectives and philosophies. If the teacher wishes to create a fictional context as a backdrop to these presentations, it might be imagined that students are representatives of departments within a large regional Aboriginal-controlled, health-care centre that is acting in a public awareness building capacity.

It might be important to demonstrate to students how the inclusiveness of Aboriginal healing and wellness perspectives/philosophies would affect practice. For example; a nutritionist that sought to embody Aboriginal health and wellness principles would not only offer nutritional supplements to low birth weight babies but would also assist the mothers, who may be too poor to eat properly, to obtain vocational training. A doctor working within the parameters of Aboriginal holistic health practices would not only provide inoculations against infectious disease but would also advise Aboriginal community leaders on the importance of cleaning up contaminated water sources that foster the spread of such disease. The career presentation board could include the following organizing elements: education required for this profession, how the service is integrated within the bigger picture of health-care delivery, schools, and colleges that offer training in this area, need for the service within the Aboriginal community and suggestions about how practice within this field could incorporate Aboriginal integrated or holistic principles of healthcare.

The following careers could be used as research topics;

- general practitioner (MD)
- nurse
- nurse practitioner
- social worker
- psychiatrist
- nutritionist
- herbalist
- ambulance attendant/paramedic
- pharmacist
- optometrist
- chiropractor
- addictions counsellor
- midwife
- homeopathic practitioner
- respiratory technologist
- X-ray technologist

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## Assessment & Evaluation of Student Achievement

- The writing activity in Strategy 3 could be used as a diagnostic/formative assessment tool. The teacher should model a response to this writing assignment to ensure that all students understand that Aboriginal health services and programs need to be based on integrated or holistic views of human health.
- The final product (the health care career presentation display board) could be evaluated with a rubric. (See Appendix D, Unit 4, Activity 4.)

## Accommodations

- Students who require enrichment may be able to undertake a in-depth and wide ranging study of women's role in health care in traditional indigenous cultures worldwide.
- Encourage students to use a proofreading checklist to focus their attention on the task of editing the submitted work.
- Insist on proofreading by the student and a peer before work is handed in.
- In some instances, it may be necessary to accept answers that have been dictated to a scribe.
- Allow and encourage group work where it can be used to assist in task completion. Some students may be able to excel in the visual elements of the display board while others may provide the research and synthesis necessary.
- Some students may require the teacher to collect and pre-organize the research content for one or more careers.

## Resources

### Print

Arnason, T., R.J. Hebda, and T. Johns. "Use of plants for food and medicine by Native Peoples of Eastern Canada." *Canadian Journal of Botany*, v. 59, no. 11, 1981, pp. 2189-2325.

Bremness, L. *The Eyewitness Handbook of Herbs*. (Available from Richters: The Herb Specialists, Email: [orderdesk@richters.com](mailto:orderdesk@richters.com) / phone: 1-905-640-6677).

Flannery, R. and Ellen Smallboy. *Glimpses into a Cree Woman's Life*. Montreal: McGill-Queen's University Press, 1995.

Hutchens, A.R. *Indian Herballology of North America*. New York: Shambhala Press, 1991.

*Report of the Royal Commission on Aboriginal Peoples*. Ottawa: Minister of Supply and Services Canada, Volume 3, chapter 3, 1996.

Weatherford, J. *Indian Givers: How the Indians of the Americas Transformed the World*. New York: Fawcett-Columbine, 1988.

### Video

Roman, Estela, Patsy Clark, and Theresa Barnes. *Native American Medicine*. Three Native American healers explain and demonstrate healing rites, such as smudging, sweeping, primal dancing, bathing, and making a sweat lodge, including the spiritual and medicinal significance of the herbs used. (Available from Richters: The Herb Specialists, Email: [orderdesk@richters.com](mailto:orderdesk@richters.com) / phone: 1-905-640-6677).

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## Appendix A

### Poster Assessment Checklist

#### Unit 4, Activity 2

	Limited Evidence	Moderate Evidence	Considerable Evidence	Thorough Evidence
poster topic showed thought and imagination				
poster showed graphic design and had visual appeal				
poster showed clear connection between environmental/economic/lifestyle changes and development of disease				
student showed interest and contributed to class discussion				

## Appendix B

### Focus on FAS/FAE Rubric

#### Unit 4, Activity 4

#### Advance Organizer

##### What are FAS and FAE?

1. Define FAS and its impact on Aboriginal communities.
2. Compare the similarities between FAS and FAE.
3. Discuss the medical impact of FAS/FAE on infant mortality rates, teenage suicide, and longevity.

##### Furthering our Understanding through Discussion

1. Make a three-column chart to list your facts and myths. Place the information you are not sure of in column 3 (neutral).

##### Achieving Empathy through Drama

1. I felt strongly about...
2. The things that I would change are...
3. I have some concerns regarding...
4. The play taught me...

##### Communicating our Concern

1. As a classroom community member, I would try to...
2. As a family member, I would try to...
3. As an individual, my purpose as a role model would be to...

##### Conclusions

1. What are FAS and FAE?

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## Appendix C

### “Nine Months Can Be Forever”

#### Unit 4, Activity 4

Darkness on the stage and silence. With lights still dimmed, music and party noise begins and grows louder. Lights come up to reveal the set. First revealed is a large clear plastic container off the stage to the right. Above it is a sign marked WOMB. Inside and clearly visible is a doll that represents a young infant. Next, lights come up on the stage, which is bare except for a couch and some chairs. There are small gatherings of students talking and laughing; the scene is a high school house party. As lights come up on the stage, the music volume goes up. Some groups have pop, others beer and drinks (actually pop and coloured water). One girl is sitting on the couch, a friend beside her. She is laughing loudly and drinking a beer. Music dies. Group of three students near front of the stage drinking pop and obviously enjoying themselves begin to speak.

*Student 1:* MAN, IT SURE IS NICE TO CUT LOOSE A LITTLE AFTER EXAMS.

*Student 2:* IT LOOKS LIKE SHELLY IS HAVING A GOOD TIME (indicates girl on couch who is holding a beer and laughing as she talks to several friends). I HAVEN'T SEEN HER IN SCHOOL IN THE LAST MONTH. DID SHE DROP OUT?

*Student 3:* BOBBY TOLD ME SHE'S PREGNANT.

*Student 2:* WELL, I GUESS HE SHOULD KNOW (all three laugh, as they share what is obviously some private bit of information).

*Student 1:* I THOUGHT YOU WEREN'T SUPPOSED TO DRINK WHEN YOU'RE PREGNANT. I HEARD IT CAN DAMAGE THE FETUS OR SOMETHING.

*Student 3:* I DON'T KNOW, MY COUSIN DRANK ALL THROUGH HER PREGNANCY AND HER BABY SEEMS ALL RIGHT (pause and obvious indecision) I GUESS.

#### Stage Direction

Stage lights dim. Lights illuminate a figure in black who wordlessly emerges from the wings of the stage and walks slowly but purposefully toward the clear plastic container marked womb carrying a bottle of vodka (the bottle is filled with water). The bottle is opened and emptied into the container and the figure walks back into the wings of the stage - the light remains on the plastic womb, which now holds the infant and is partially filled with vodka. Stage once again lights up revealing the same party scene; music is again loud; the lowering of the music volume is the cue for the speakers - the group that was formerly speaking has now moved off to the side of the stage. Focus is now on the couch where Shelly sits. She is obviously feeling the effects of the alcohol to a greater extent than in the previous scene.

*Boy standing next to couch (Bobby):* HEY SHELLY, NEED ANOTHER? (he indicates he is referring to the beer by holding it up)

*Boy standing next to Bobby:* HEY BOBBY, MAYBE SHE'S HAD ENOUGH.

*Bobby:* AH! (Dismisses him with a wave of his hand and walks over to get her another beer.)

*Shelly:* WHAT'S WRONG, FRANK? WORRIED ABOUT MY CONDITION? (laughs drunkenly) DON'T WORRY, WE'RE BOTH FEELING PRETTY GOOD RIGHT NOW (laughs, then her mood suddenly shifts and she becomes angry). WHAT DO YOU EXPECT ME TO DO? SIT AT MY PARENT'S PLACE AND KNIT FOR 9 MONTHS, WHILE ALL MY FRIENDS GO OUT? FORGET IT! (She takes another big swallow from the beer Bobby has just brought back.)

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## Appendix C (Continued)

### Stage direction

Lights dim on stage and music dies. Once again, lights follow the figure as he emerges from the wings of the stage with another bottle of vodka. Once again, it is poured into the container marked Womb. As the figure walks back into the wings, lights fade. There is total darkness and silence momentarily - the sound of a baby crying faintly is heard and grows louder. Lights on stage come up to reveal Shelly wearily rocking a cradle. A knocking is heard off stage. Shelly answers....

*Shelly:* COME IN. HEY! GOOD TO SEE YOU! HOW HAVE YOU BEEN?

*Girl 1:* GREAT! WE JUST FOUND OUT THAT WE GOT ALL OUR CREDITS.

*Girl 2:* YEAH. I EVEN GOT PHYSICS, IF YOU CAN BELIEVE IT! HOW'S IT GOING WITH YOU?

*Shelly, shaking her head:* NOT SO GOOD, JEREMY SEEMS TO CRY ALL THE TIME.

*Girl 2, looking down into the cradle:* O WHAT A DARLING, BUT HE LOOKS SO SMALL, I THOUGHT HE WOULD BE BIGGER.

*Shelly:* HE'S GOING TO BE THREE MONTHS BUT THE NURSE AT COMMUNITY HEALTH SAID HE WAS UNDERWEIGHT. I DON'T KNOW WHAT IS WRONG. I'M STILL BREAST FEEDING LIKE THE NURSE TOLD ME.

*Girl 1:* YOU STILL SEE BOBBY?

*Shelly:* YEAH ONCE IN A WHILE. ACTUALLY HE JUST DROPPED OFF A CASE OF BEER, WOULD YOU LIKE ONE?

*Girl 1:* NO, WE'VE GOT TO GET GOING. (They leave)

### Stage direction

Shelly walks them to the door, goes off to the side of the stage, grabs a beer, sits down by the cradle, and takes a drink as the stage light dim. Once again, the figure emerges from the wings of the stage again carrying a bottle of vodka and repeats the ritual again - this time after the figure finishes pouring he turns and faces the audience and in a clear, but rather monotonic voice says:

*Dark figure:* EVERY YEAR MOTHERS-TO-BE ALLOW ALCOHOL TO ROB THEIR UNBORN CHILDREN OF THEIR FULL POTENTIAL. ONLY EDUCATION CAN PREVENT THE LIFE-LONG DAMAGE OF FETAL ALCOHOL SYNDROME FROM CONTINUING TO AFFECT OUR COMMUNITY'S YOUNGEST MEMBERS.

## Appendix D

### Poster on Fetal Alcohol Syndrome Evaluation Rubric

#### Unit 4, Activity 4

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge</b> relationship of alcohol to FAS and FAE	- demonstrates limited understanding of the relationship of Alcohol to FAS and FAE	- demonstrates some knowledge of the relationship	- demonstrates considerable knowledge of the relationship	- demonstrates a high level of knowledge of the relationship
<b>Inquiry</b> Health Care Career Display has suggested strategies and resources	- demonstrates strategies and resources with limited effectiveness	- demonstrates strategies and resources with some effectiveness	- demonstrates strategies and resources with considerable effectiveness	- demonstrates strategies and resources with a high degree of effectiveness
<b>Communication</b> - to different audiences; targets more than one group (e.g., youth, adults)	- limited evidence of communication with target audiences	- some evidence of communication with target audiences	- considerable evidence of communication with target audiences	- high degree of evidence of communication with target audiences
<b>Application</b> - of procedures, equipment, and technology (e.g., pictures, medicines are demonstrated)	- uses procedures, equipment and technology with limited effectiveness	- uses procedures, equipment and technology with some effectiveness	- uses procedures, equipment and technology with considerable effectiveness	- uses procedures, equipment and technology with a high degree of effectiveness

#### Teacher Comments:

## Appendix E

### Integrated Healing Approaches

#### Unit 4, Activity 5

Criteria	Spiritual	Emotional	Physical	Mental
<b>Knowledge</b> - demonstrates knowledge of FAS/FAE as related to the Medicine Wheel	- uses knowledge which indicates spiritual effects	- uses knowledge which indicates emotional effects	-uses knowledge which indicates physical effects	- uses knowledge which indicates mental effects
<b>Inquiry</b> - researches health care professionals in Native and Non-Native environmental regarding access and availability	- uses statistics, charts, and bar graphs specifically related to the spiritual	- uses statistics, charts, and bar graphs specifically related to the emotional	- uses statistics, charts, and bar graphs specifically related to the physical	- uses statistics, charts, and bar graphs specifically related to the mental/ intellectual
<b>Communication</b> - communicates between self and personal experiences, other subjects, the community	- communicates information and ideas related to spiritual needs (e.g., tapes, video)	- communicates information and ideas specific to emotional needs (e.g., signs as in no drinking)	- communicates information and ideas specific to physical needs (e.g., symbols, such as danger, toxic)	- communicates information and ideas specific to mental needs
<b>Application</b> makes connections between self and personal experiences, other subjects, the community	- connects concepts, technology, safety and spiritual self, others and community regarding alcohol	- connects concepts of technology, safety and emotional self, regarding alcohol	- connects concepts of technology and physical self, community, and others regarding alcohol	- connects concepts of technology, safety, and mental/intellectual self and other regarding alcohol

#### Teacher Comments:

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## Unit 5: Education and Community Development

**Time:** 20 hours

### Unit Description

In this unit, students examine the challenges of social, political, and economic development within Aboriginal communities. As educational practices evolved from traditional learning experiences to the forcible removal of children to residential schools, to busing to provincially-run schools, and now to locally-controlled school boards, students examine the implications of government education policies on First Nation communities and investigate the impact of local control and educational partnerships. Students also come to understand the necessity for the continued development of community services, such as healing centres and outreach programs. Using small group collaboration, debate, and self-directed study, students explore the issues surrounding education, community services, language programs, economic growth, self-government, and the need for cross-cultural dialogue.

### Strand(s) & Learning Expectations

**Strand(s):** Identity, Relationships, Sovereignty, Challenges

### Overall Expectations

IDV.01 - describe the relationships among language, culture, and identity;

REV.01 - describe the historical basis for the contemporary relationship between Aboriginal peoples and Canadian society;

CHV.02 - demonstrate an understanding of the active involvement of Aboriginal peoples in legal and political agreements with the provincial and federal governments;

CHV.03 - identify the challenges facing Aboriginal youth in Canada and suggest how these challenges can be addressed at a personal, community, and governmental level.

### Specific Expectations

ID1.01 - describe the ways in which Aboriginal languages contribute to Aboriginal peoples' sense of identity;

ID1.02 - explain how the continued use of Aboriginal languages is crucial to the continuity of the customs and cultural practices of Aboriginal peoples;

ID1.03 - identify the intellectual, physical, emotional, and spiritual impact of the residential school experience on Aboriginal language, culture, and identity;

ID2.01 - identify measures taken by non-Aboriginal society that affect Aboriginal identity, particularly the use, maintenance, and preservation of Aboriginal languages (e.g., the Indian Act, residential schools);

ID2.02 - explain how Aboriginal languages, as a key element of identity, have survived despite attempts to assimilate Aboriginal peoples;

ID3.01 - identify specific strategies used to preserve or re-introduce Aboriginal languages in a community (e.g., on local radio programs, in language programs in school);

RE2.05 - demonstrate an understanding of the need to initiate and sustain cross-cultural dialogue among Aboriginal and Canadian students;

RE3.01 - identify ways in which Aboriginal peoples and non-Aboriginal peoples could cooperate to achieve a common economic, political, or social objective (e.g., through World Earth Day; by jointly providing ecotourism tours);

RE3.04 - describe community service projects (e.g., sports camps, habitat restoration projects) that would promote a positive relationship between Aboriginal peoples and other Canadians;

SO3.03 - identify the ways in which Aboriginal peoples and other Canadians are attempting to resolve disputes over the past treatment of Aboriginal peoples (e.g., in the ongoing dialogue regarding residential schools, through negotiations about land title);

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CH1.01 - identify models of economic growth that reflect Aboriginal values and traditions (e.g., the Cape Dorset artists' cooperatives);

CH1.03 - identify how Aboriginal youth are using their understanding of an Aboriginal world view to meet contemporary challenges (e.g., through the Nishnawbe Aski Nation Forum on Youth Suicide);

CH1.04 - assess ways in which an Aboriginal world view has invigorated and transformed health care and educational practices (e.g., holistic healing, medicines from plants, Native language instruction);

CH2.03 - describe projects and programs that celebrate Aboriginal youth achievements, foster communication among Aboriginal and non-Aboriginal youth, and promote a positive self-image in Aboriginal peoples enrolled in contemporary educational institutions;

CH3.02 - assess the effectiveness of attempts to improve the relationships among Aboriginal peoples, the Canadian government, and Canadian society as a whole;

CH3.04 - describe how health and education issues relevant to the quality of life of Aboriginal peoples on and off reserves (e.g., the prevalence of diabetes, alcohol and substance abuse, teen pregnancy) are a mutual responsibility of Aboriginal peoples and Canadian society.

### Activity Titles (Time & Sequence)

Activity 1	Development of a Timeline	200 minutes
Activity 2	Residential Schools	300 minutes
Activity 3	Aboriginal Models of Economic Growth	300 minutes
Activity 4	Model School for Aboriginal Students – Culminating Activity	400 minutes

### Activity 1: Development of a Timeline

**Time:** 200 minutes

#### Description

In this activity, students are introduced to the history of Aboriginal education since the arrival of Europeans. They develop a timeline indicating the major political events and changes in philosophy, which have characterized the relationships between the Aboriginal peoples and the governments (both federal and provincial) with whom they have dealt. As students work through and discuss educational issues, they come to understand that education is more than formal schooling; it also involves powerful ideas about communities and how they thrive and grow. Following this activity, students have a deeper understanding of the assimilationist and colonialist attitudes of some previous Canadian governments and their effects on Aboriginal peoples.

#### Strand(s) & Learning Expectations

**Strand(s):** Relationships, Challenges

#### Overall Expectations

REV.01 - describe the historical basis for the contemporary relationship between Aboriginal peoples and Canadian society;

CHV.02 - demonstrate an understanding of the active involvement of Aboriginal peoples in legal and political agreements with the provincial and federal governments.

#### Specific Expectations

RE2.02 - demonstrate an understanding of the interactions between Aboriginal and non-Aboriginal peoples in the past (e.g., in terms of the role and function of the Indian Act) and how these interactions will influence future relationships;

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CH2.03 - describe projects and programs that celebrate Aboriginal youth achievements, foster communication among Aboriginal and non-Aboriginal youth, and promote a positive self-image in Aboriginal peoples enrolled in contemporary educational institutions;

CH3.02 - assess the effectiveness of attempts to improve the relationships among Aboriginal peoples, the Canadian government, and Canadian society as a whole;

CH3.04 - describe how health and education issues relevant to the quality of life of Aboriginal peoples on and off reserves (e.g., the prevalence of diabetes, alcohol and substance abuse, teen pregnancy) are a mutual responsibility of Aboriginal peoples and Canadian society.

### **Prior Knowledge & Skills**

Students need to be familiar with the outline of Canadian history, from either the Grade 10 course *Aboriginal Peoples in Canada*, or the Grade 10 course, *Canadian History in the Twentieth Century*. Students also need the ability to research and extract relevant data from a variety of texts and reference books. These texts need not be recently published.

### **Planning Notes**

- The teacher needs to be acquainted with not only the broad events of Canadian history that had an impact on Aboriginal peoples (e.g., Proclamation of 1763, War of 1812, Confederation, World War II, Charter of Rights, creation of Nunavut), but also of general policies affecting relations between governments and Aboriginal peoples (e.g., Indian Act, Royal Commission on Aboriginal Affairs, White Paper of 1969).
- A large roll of chart paper and markers are needed. The chart paper could ideally be attached to one wall of the classroom and be pre-divided into ten-year segments. The timeline should run from 1500-2000.

### **Teaching/Learning Strategies**

1. There are three suggested ways to organize the group assignments:
  - a. Each group is free to post any event from the period 1500-2000;
  - b. Each group is given a specific chronological period;
  - c. The group is restricted to using texts and reference books published in a certain period of time (e.g., 1990s, 1980s, 1970s, 1960s).This may lead to a discussion of changing attitudes toward Aboriginal peoples. In general, earlier texts tend to be less sensitive to Aboriginal aspirations and more Euro-centric. For an extreme example, see George M. Wrong's *Ontario Public School History of Canada, 1911*. (Teachers are advised that sections of this text dealing with Aboriginal peoples are extremely inflammatory and not suitable for classroom use).
2. In small groups, students research reference texts, listing significant events relating to the relationships between Aboriginal and non-Aboriginal peoples of Canada. The groups decide which of these are important enough to be posted on the timeline.
3. Students post their chosen events on the timeline using markers. Political events should be posted on top of the line in one colour, and social and economic events and trends should be posted below the line in other colours
4. Show part of the film, *Duncan Campbell Scott: The Poet and the Indians*, to the class. Because the film is quite long, a short excerpt, well chosen, should provide stimulus for the discussion to follow.
5. Using Socratic questioning and brainstorming, the teacher briefly summarizes Scott's attitudes toward Aboriginal education and Aboriginal communities.
6. Scott's chronological position on the timeline should be pointed out, with emphasis on the length and the influence of his career.

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7. The teacher might have the class consider the history of government policy toward Aboriginal peoples with questions such as:
- Was Scott’s attitude typical of the attitudes of his time?
  - Speculate about what government attitudes towards Aboriginal peoples would have been like 100 years before Scott?
  - Does Scott deserve the label “colonialist”?
  - What is the connection between the government’s (i.e., Scott’s) ideas on Aboriginal education and the existence of the reserve system?
  - Do many people today share Scott’s attitudes?
  - How would your local Aboriginal community (or you personally) react to Scott’s policies and ideas if he were alive today?

**Assessment & Evaluation of Student Achievement**

For evaluation of student achievement in the construction of the wall chart; consider using a peer assessment checklist, such as:

Appropriate selection of important events	
Effort – consulting a variety of resources	
Neatness and legibility	

**Accommodations**

- The teacher could preview specific text or reference books and assign them, with appropriate page numbers, to students with limited research skills.
- Similarly, the teacher could provide a list of essential laws or events to be entered on the timeline.
- Students who require enrichment could be assigned to do social and economic trends.

**Resources**

**Print**

Abbott, E., ed. *Chronicle of Canada*. Raincoast Books.

Fielding, J. and R. Evans. *Canada: Our Century, Our Story*. Toronto: Nelson, 2000.

Hundey, I. and M. Magarrey. *Canadian History: 1900-2000*. Irwin, 2000.

Ray, Arthur J. *I Have Lived Here Since the World Began*. Toronto: Lester Publishing Ltd., 1996.

Reed, K. *Aboriginal Peoples: Building for the Future*. Toronto: Oxford, 1999.

*Report of the Royal Commission on Aboriginal Peoples*. Ottawa: Minister of Supply and Services, 1996.

Steckley, John and B. Cummins. *Full Circle: Canada’s First Nations*. Toronto: Prentice-Hall, 2001.

**Video**

*Duncan Campbell Scott: The Poet and the Indians*. NFB, 56 min. 106C0195002

**Internet**

Bill’s Aboriginal Links

- <http://polisci.nelson.com/aboriginal.html>
- [http://dailynews.yahoo.com/full\\_coverage/canada/first\\_nations](http://dailynews.yahoo.com/full_coverage/canada/first_nations)
- <http://ammsa.com/windspeaker/>
- <http://cbc.ca/news/indepth/aboriginals/>
- <http://www.ayn.ca/> (the Aboriginal Youth Network)
- <http://www.schoolnet.ca/aboriginals/> (First Peoples on Schoolnet)

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## Activity 2: Residential Schools

**Time:** 300 minutes

### Description

Students conduct research into the characteristics and practices of Indian residential schools, as they operated in Canada during the twentieth century. In initial cooperative research groups, each individual agrees to cover a specific area. Following consolidation of this research through meeting in an expert group, the individual rejoins the group and shares information. Students then create a “docu-poster” that organizes, analyses, and evaluates the research in visual and textual form.

### Strand(s) & Learning Expectations

**Strand(s):** Identity, Relationships, Sovereignty, Challenges

#### Overall Expectations

IDV.03 - demonstrate an understanding of the influences on Aboriginal societies that have an impact on their sense of identity.

#### Specific Expectations

ID1.03 - identify the intellectual, physical, emotional, and spiritual impact of the residential school experience on Aboriginal language, culture, and identity;

RE2.01 - demonstrate an understanding of contemporary Aboriginal perspectives on Aboriginal-Canadian relations;

SO3.03 - identify the ways in which Aboriginal peoples and other Canadians are attempting to resolve disputes over the past treatment of Aboriginal peoples (e.g., in the ongoing dialogue regarding residential schools);

CH2.04 - describe the impacts and implications of provincial and federal health and education policies on Aboriginal peoples.

### Prior Knowledge & Skills

The evaluative “docu-poster” product developed by students is organized using the integrative, four-part concept of self, suggested by the teachings of the Medicine Wheel. Students should be familiar with the holistic, balanced approach to self-development derived from the Medicine Wheel’s teachings.

### Planning Notes

- Prior to teaching this activity, the teacher makes an informal pre-assessment of the degree of personal knowledge or connections (e.g., elders in their lives) students may have on the topic of residential schools. This topic is emotionally charged and the memories may be painfully fresh for some families or communities. A thoughtful teacher proceeds with care and respect when dealing with this issue in the classroom. For the above reason, the teacher is advised to be careful before inviting members of the local Aboriginal community to speak of these experiences in the classroom. Local Aboriginal community leaders can often provide informed guidance on whether this type of classroom visit would be appropriate.
- A structured group research effort of the type described in the teaching/learning strategies is dependent on the quality of research materials available to the student. The teacher gathers research materials (see Resources) and prepares to share information regarding both dependable and promising lines of inquiry.

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## Teaching/Learning Strategies

1. Provide an outline of the task to students, using Strategies 2-6. At this initial stage, the teacher should ensure that students are clear about the steps in this particular inquiry process. This would also be an appropriate time to share (or co-develop with student input) the expected components of and the manner in which the “docu-poster” is to be evaluated.
2. The teacher should inform students that there is a lot of research information available on the topic of residential schools and their impact. Conduct a short lecture-style “mini-lesson” on the variety of residential school information available. Bring the materials into the classroom, read select portions from them, show short video clips, etc. Pose questions to students regarding the value of obtaining information from a variety of sources when researching a topic.
3. To enable each student to get a comprehensive understanding of the issue, given the amount of material available, a cooperative jigsaw approach to research might work best. Students form groups of four (the size of the group can vary depending on individual classroom circumstances). Suggest to students that they split the potential research materials into parts for individual study. A suggested way of dividing-up the collected resources might be; video resources, websites, first-hand text accounts, other text (e.g., Report of Royal Commission on Aboriginal Peoples, poetry, etc.). One individual in each group picks one of the potential research material types and becomes acquainted with the material.
4. Expert groups are formed; four to five students who have all examined the same type of research material (e.g., video resources) form groups. The expert groups should be given a specific task to structure their activity. Given the organizational structure suggested for the ultimate “docu-poster” product (Strategy 6), have each expert group organize their research into the categories Intellectual Impact, Emotional Impact, Physical Impact, and Spiritual Impact. Organizing the student group response in this way reflects the four aspects of self as articulated in the Medicine Wheel, a teaching and communication tool derived from the traditions of the Aboriginal nations in the west. The Four Worlds Development Press (see Resources) has classroom accessible materials, should students (or the teacher) not have sufficient knowledge of the Medicine Wheel teachings as they relate to self-development. A chart should be developed to record the information. Care should be taken to identify the source of the observation noted on the chart. All members of the expert group should prepare a chart with the information.
5. Students reform into the original cooperative groups from Strategy 2. Each group member takes turns presenting the chart developed in the expert groups (Strategy 3). At the conclusion of the presentations, each student has access to a compilation of materials (via the expert group charts) that should be of sufficient quantity and quality so that he/she can begin to develop the individual “docu-poster” on the impact of residential schools.
6. The “docu-poster” developed by each student is organized as a large circle or wheel, divided into four quarters. The wheel should have quadrants devoted to the intellectual, emotional, physical, and spiritual impact of the residential school on Aboriginal peoples and culture.

## Assessment & Evaluation of Student Achievement

- A formative, process-oriented assessment opportunity exists at the end of Strategy 4. In this step, “expert groups” are asked to categorize the research using a chart with pre-selected organizers. Appropriate formative assessment is an important part of the instructional cycle and can greatly assist student demonstration of expectations.
- The summative demonstration of expectations (e.g., the “docu-poster”) may be best evaluated using a rubric. (See Appendix F, Unit 5, Activity 2.)

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## Accommodations

- Students who find it difficult to read and organize text-based information can be given the responsibility to gather information from non-text (e.g., video) resources. The final product for these students can be more visual and pictorial.
- Students who require enrichment can be given opportunities to “develop expertise” in an area related to residential schools, that may not be covered in the group oriented expert groups (e.g., school experiences of indigenous children outside Canada). Make provision for these students to do more in-depth research and also allow them a vehicle to share this research with their peers.

## Resources

### Print

- Bopp, J., M. Bopp, L. Brown, and P. Lane. *The Sacred Tree Book*. Lethbridge: Four Worlds Development Press, 1984. ISBN 1-896905-00-5. Available from The Four Worlds Development Project website (<http://home.uleth.ca/~4worlds/resourcecatalogue/>)
- Bull, L.R. “Indian residential schooling: the Native perspective.” *Canadian Journal of Native Education*, Vol. 18, No. Supplement, 1991, pp. 1-63.
- Dyck, N. *Differing Visions: administering Indian residential schooling in Prince Albert, 1867-1967*. Halifax: Fernwood Publishing, 1997.
- Graham, E. *The Mush Hole: Life at Two Indian Residential Schools*. Waterloo: Heffle Publishing, 1997.
- Grant, A. *No End of Grief: Indian Residential Schools in Canada*. Winnipeg: Pemmican Press, 1996.
- Haig-Brown, C. *Resistance and Renewal: Surviving the Indian Residential School*. Vancouver: Tillacum Library, 1988.
- Hodgson, M. *Impact of residential schools and other root causes of poor mental health*. Edmonton: Nechi Institute, 1990.
- Ing, N. Rosalyn. “The effects of residential schools on Native child-rearing practices.” *Canadian Journal of Native Education*, Vol. 18, No. Supplement, 1991, pp. 65-118.
- Johnson, B. *Indian School Days*. Toronto: Key Porter Books, 1988.
- Knockwood, I. *Out of the Depths: The Experiences of Mi'kmaw Children at the Indian Residential School at Shubenacadie, Nova Scotia*. Lockeport, NS: Roseway Publishing, 1992.
- “Records Reveal: State of Residential Schools”, (highlights of Superintendents’ reports for Bishop Horden School in Moose Factory and St. Philip’s School in Fort George, 1949-69). *The Nation*, Chisasibi, QC: Beesum Communications, Vol. 5, No. 7, February 27, pp. 10-17, 1998.
- Wassaykeesic, T. “Residential School: A Personal Perspective.” In Ahenakew, F., et al, eds. *Voices of the First Nations: The Senior Issues Collection*. Toronto: McGraw-Hill Ryerson, 1995.

### Video

- Beyond the Shadows*. NFB 1993, 28 min.
- Healing the Hurts*. Four Worlds Development Project, 59 min. ISBN 1-896905-41-2 (<http://home.uleth.ca/~4worlds/resourcecatalogue/>)
- Kuper Island: Return to the Healing Circle*. NFB, 1998, 44 min.
- Where the Spirit Lives*. CBC Educational Sales, 55 min.

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## Websites

Aboriginal People and Residential Schools in Canada (a website of the University of Saskatchewan)

– <http://www.usask.ca/nativelaw/rsbib.html>

Contemporary Aboriginal Issues: Residential Schools / Schoolnet

– <http://www.schoolnet.ca/aboriginal/issues/schools-e.html>

The Residential School Experience: One Nation's Story

– [www.socserv2.mcmaster.ca/soc/courses/soc3k3e/stuweb/burnha04.htm](http://www.socserv2.mcmaster.ca/soc/courses/soc3k3e/stuweb/burnha04.htm)

## Activity 3: Aboriginal Models of Economic Growth

**Time:** 300 minutes

### Description

As students consider the ties between education and community development, they need to examine positive economic models, which are consistent with Aboriginal value structures. Some models are available in the local Aboriginal community, while other worthwhile avenues of investigation lie in the use of video, print, and Internet resources. In examining a variety of Aboriginal-controlled businesses, students are exposed to both traditional and non-traditional occupations and are able to broaden their horizons in terms of future work.

### Strand(s) & Learning Expectations

**Strand(s):** Identity, Relationships, Challenges

#### Overall Expectations

CHV.03 - identify the challenges facing Aboriginal youth in Canada and suggest how these challenges can be addressed at a personal, community, and governmental level.

#### Specific Expectations

RE3.04 - describe community service projects (e.g., sports camps, habitat restoration projects) that would promote a positive relationship between Aboriginal peoples and other Canadians;

CH1.01 - identify social, political, and economic issues currently being addressed by Aboriginal individuals and communities in Canada;

CH1.03 - identify how Aboriginal youth are using their understanding of an Aboriginal world view to meet contemporary challenges (e.g., through the Nishnawbe Aski Nation Forum on Youth Suicide);

CH2.03 - describe projects and programs that celebrate Aboriginal youth achievements, foster communication among Aboriginal and non-Aboriginal youth, and promote a positive self-image in Aboriginal peoples enrolled in contemporary educational institutions;

CH3.02 - assess the effectiveness of attempts to improve the relationships among Aboriginal peoples, the Canadian government, and Canadian society as a whole.

### Prior Knowledge & Skills

Students may have knowledge of some Aboriginal community enterprises, which they can use as a basis for in-depth research, although this is not essential. If computer research is used, students need to be able to use search engines.

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## Planning Notes

A major emphasis of this activity is to encourage students to expand their horizons in considering non-traditional activities as a basis for a future career and to demonstrate how non-traditional occupations can be integrated with Aboriginal values. Doing this is difficult, and is likely to pose a problem for many students. The teacher should begin planning for this activity in advance.

- Consulting with Aboriginal elders, community leaders, and band councils is useful in arranging field trips or guest speakers or identifying local economic initiatives worth exploring.
- Locating, ordering, and previewing video resources are best done well in advance. Since the NFB alone has quite a number of these, the teacher may wish to consult the NFB website ([www.nfb.ca](http://www.nfb.ca)) where a short abstract of each film's contents can be found. Locating interesting and suitable Aboriginal businesses on the Internet may require booking computer time, and providing the web addresses of a few examples would be useful to students.
- The teacher decides whether the class would benefit from a field trip to a local Aboriginal community enterprise. If so, student assistance in organizing the trip would be appropriate.

## Teaching/Learning Strategies

1. The teacher and class brainstorm a list of occupations consistent with Aboriginal values. The teacher may need to point out that this will of necessity be only a partial list. These occupations can then be divided into two major groups: traditional (trapping, childcare, fishing, forestry, farming, ranching, crafts, etc.) and non-traditional.
2. The class then attempts to predict what future employment trends will be for each of the occupations listed. In the discussion that ensues, the teacher might point out:
  - a) employment prospects in non-traditional occupations are better;
  - b) employment in non-traditional occupations usually requires higher education levels.
3. The class, working either individually or in pairs, proceeds to investigate as broad a spectrum of careers as is practicable. In this quest, they use a) local community resources; b) video; c) newspapers and magazines; d) the Internet. For sample suggestions of videos, see Resources. Many examples of non-traditional businesses were available on the Internet at the time of printing:
  - Aboriginal Business Graphics
  - Batchewana Band Industries (manufacturers of wind turbines)
  - Brantco Technologies
  - Casino Rama
  - Cree Tech (GIS based forest management)
  - Donna Conna (an IT provider)
  - Envision Consulting
  - Jalburn Lodge Spiritual Retreat
  - First Nations Bank of Canada
  - Northern Cree Singers
  - Sweet Grass Records
  - Wabigoon Anishnaabe Tree Nursery
  - Wasaya Airways Ltd.Many other enterprises may be found using Resources, especially the following sites:
  - Aboriginal Business Canada (see Business Success Stories)
  - ARC net (Aboriginal Resource Centre)
  - Bill's Aboriginal Links
  - Turtle Island Native Network (has current Aboriginal business news stories)

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4. After researching three enterprises, each group should consult with the teacher who checks the quality of the research and makes anecdotal comments and suggestions about which of the three is best for development as a poster.
  5. After investigating at least three Aboriginal businesses, students individually or in pairs produce a poster. The poster should include: location (or map), main product or service, intended purchasers or users of the product or service, number of employees, education or training of employees, other related economic activities, and pictures.

### **Assessment & Evaluation of Student Achievement**

The teacher uses a formative anecdotal assessment on the student notes made in Strategy 3. This should assist students in choosing the most suitable business to profile in the project. The teacher can evaluate the project with an evaluation rubric. (See Appendix G, Unit 5, Activity 3.)

### **Accommodations**

Students whose computer and print research skills are not strong, may be assigned a project theme based on one or more of the videos listed in Resources. Alternatively, students with a strong interest in health-related careers might review themes from Unit 4: Health and Wellness: Contemporary Challenges and develop a project on an occupation in the health services field.

### **Resources**

#### **Internet**

Bill's Aboriginal Links (a source for all aspects of the course)

- <http://polisci.nelson.com/aboriginal.html>
- [http://dailynews.yahoo.com/full\\_coverage/canada/first\\_nations](http://dailynews.yahoo.com/full_coverage/canada/first_nations)
- <http://ammsa.com/windspeaker/>
- <http://cbc.ca/news/indepth/aboriginals/>
- <http://www.ayn.ca/> (the Aboriginal Youth Network)
- <http://www.schoolnet.ca/aboriginals/> (First Peoples on Schoolnet)

Aboriginal Business Canada

ARC net (Aboriginal Resources Canada)

First Peoples net

Turtle Island Native News

Canada First Nation Directory

#### **Print**

*Quebec Aboriginal Business and Communities Directory*. Wendake, QC: Indiana Marketing, Phone (418) 842-0230

#### **Videos**

Hunting, fishing and trapping: *The Little Trapper* (1999, 25 min.); *The Man Who Chooses the Bush* (1975, 28 min.); *Bella Bella* (1975, 27 min.)

Farming, ranching, etc: *Gift of the Grandfathers* (1997, 44 min.); *Rice Harvest* (1980, 11 min.); *The Gift* (1998, 48 min.)

Arts and crafts: *Story of the Coast Salish Knitters* (2000, 52 min.); *Hands of History* (1994, 51 min.); *Kwa'nu'te'* (1991, 41 min.)

Traditional vs. modern: *Kevin Alec* (1977, 16 min.); *Kainai* (1973, 26 min.); *It's Our Move* (1974, 24 min.)

Economic initiatives by women: *Doctor, Lawyer, Indian Chief* (1986, 28 min.)

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## Other Video

*The Spirit Lives: Aboriginal Entrepreneurs in Canada.* Canadian Foundation for Economic Education. (416) 968-8836 (sixteen videos and user's guides)

## Activity 4: Model School for Aboriginal Students – Culminating Activity

**Time:** 400 minutes

### Description

Students use the knowledge that they have developed in this unit on education and community development to create a model school for Aboriginal students. The school addresses problems faced by Aboriginal students and seeks to provide solutions that would encourage students to remain in school. The model school stresses the importance of Native language instruction and its importance in maintaining the identity of Aboriginal peoples. Students present their proposals for their model school to the class in a news conference.

### Strand(s) & Learning Expectations

**Strand(s):** Identity, Relationships, Sovereignty, Challenges

#### Overall Expectations

REV.01 - describe the historical basis for the contemporary relationship between Aboriginal peoples and Canadian society;

IDV.01 - describe the relationships among language, culture, and identity;

IDV.02 - demonstrate an understanding of how Aboriginal identity is linked to the physical environment;

IDV.03 - demonstrate an understanding of the influences on Aboriginal societies that have impact on their sense of identity;

CHV.03 - identify the challenges facing Aboriginal youth in Canada and suggest how these challenges can be addressed at a personal, community, and governmental level.

#### Specific Expectations

RE2.05 - demonstrate an understanding of the need to initiate and sustain cross-cultural dialogue, among Aboriginal and Canadian students;

RE3.04 - describe community service projects (e.g., sports camps, habitat restoration projects) that would promote a positive relationship between Aboriginal peoples and other Canadians;

CH1.03 - identify how Aboriginal youth are using their understanding of an Aboriginal world view to meet contemporary challenges (e.g., through the Nishnawbe Aski Forum on Youth Suicide);

CH1.04 - assess ways in which an Aboriginal world view has invigorated and transformed health care and educational practices (e.g., holistic healing, medicines from plants, Native language instruction);

CH3.04 - describe how health and education issues relevant to the quality of life of Aboriginal peoples on and off reserves (e.g., the prevalence of diabetes, alcohol and substance abuse, teen pregnancy) are a mutual responsibility of Aboriginal peoples and Canadian society;

ID1.01 - describe the ways in which Aboriginal languages contribute to Aboriginal peoples' sense of identity;

ID3.01 - identify specific strategies used to preserve or re-introduce Aboriginal languages in a community (e.g., on local radio programs, in language programs in school).

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## Prior Knowledge & Skills

- Students should be familiar with the historical development of Aboriginal education. As well, students should have discussed residential schools and the consequences of these schools on Aboriginal peoples.
- Students may be familiar with community development programs that are currently being developed at the local and national level. They have analysed the success of these programs and have examined the benefits and obstacles communities encountered in developing new programs.
- Students call on previously developed skills in research and synthesis, and then later in oral presentations and questioning.

## Planning Notes

- Discuss, with the school Guidance Department, the Native Studies programs offered within the school. The Guidance Department will also have course calendars available for students to use when researching the Native Studies programs that are offered in a Canadian university and community college.
- The Guidance Department may have available all the addresses of the Native schools in Canada from *Scott's Directory of Canadian Schools*.
- Arrange research time and materials with the librarian/Guidance Department.
- Book computer lab for Internet use or for word processing.
- Have the addresses available on Native-run schools early in the unit so students may contact some of them for personal information.
- Have an outline of what is required in the educational portfolio and the information they need to research on each school.
- Have an outline, complete with the corresponding rubric, for the model school project.

## Teaching/Learning Strategies

1. Students think/pair/share to create a list of facts they already know about Aboriginal education in Canada. The teacher lists these on the board and students add to their lists.
2. Students identify the historical problems that have existed in educating Aboriginal students. Students examine statistics on the current Aboriginal education levels. Using the statistics as a basis for discussion, brainstorm current problems that Aboriginal students face in the educational system (e.g., distance from high schools in Northern Ontario, limited opportunity for Native language instruction, limited opportunities to explore and express their own culture, limited opportunities for experiential education such as hunting and trapping within mainstream schools, teen pregnancy, high drop out rates, etc.). As a class, examine the current obstacles encountered by Aboriginal students and analyse whether these obstacles have historical roots.
3. Students then brainstorm difficulties facing Aboriginal teenagers in an urban setting: poverty, housing, drug use, violence, cultural isolation, absence of elders and community, lack of Native Language programs, etc.
4. In groups of three or four, students develop an educational portfolio that examines Aboriginal education in Ontario. Students explore the increasing number of Aboriginal operated schools and research the programs offered at these schools, and how they serve to meet the needs of Aboriginal students. (Students can use *Scott's Directory of Canadian Schools* to write or e-mail various schools, or they may want to interview local schools.) As well, students research the various Native Studies programs that are offered at the College and University level. Students examine what each program entails, and how it addresses the needs of students. Students should have at least 12 different schools in their educational portfolio.

5. The class is divided into groups to discuss which five programs they believe provide the best opportunities for students. Students may suggest possible reasons for ranking programs at a higher or lower level. These may include the following:
  - the flexibility of the program;
  - the inclusion of language instruction;
  - availability of the program;
  - opportunities for cultural development;
  - opportunities for experiential education (hunting, trapping, art work, etc.).

<b>Native Studies Programs</b>			
<b>Program Offered</b>	<b>Location of Program</b>	<b>Ranking</b>	<b>Reason for Rank</b>

6. Students present the three best programs to their classmates and explain the reasons for their ranking. During the presentation students will discuss the importance of language instruction offered in these schools.
7. Using the information gathered for their education portfolio, students create a proposal for a model school. The model school should combine some of the best attributes of the programs already researched, along with new initiatives the students have to improve learning and the learning environment. Students should examine the physical environment, the programs offered and rules and procedures that would be enforced in their school. They explain how they believe their model school will be better for students than present schools. A written report and a drawing of their model school are required for the proposal.
8. Each group presents its proposal to the class in a news conference simulation. Other classes may be invited into the presentations for authenticity. Each group explains the physical layout, the programs offered, and the rules and procedures of their school. They also need to explain the benefits of their school in comparison with the traditional schools.
9. Students in the audience act as news reporters, and each group is required to ask at least two questions concerning the model school. The teacher checks the questions prior to the presentations to ensure the quality of questions and that no duplicate questions are asked.
10. Once all presentations are complete, the whole class should compare the model schools with traditional classrooms. In a mixed class of Aboriginal and non-Aboriginal students, discuss whether student background makes a difference to students' view of a model school.
11. Correlate the ideas surrounding Aboriginal education and language instruction with earlier ideas of Aboriginal identity. Because language affects the identity of Aboriginal people, (refer to Unit 1) students write a learning reflection on why they believe it is the government's responsibility to provide education and language instruction for Aboriginal peoples in Canada. They should incorporate material studied earlier in the course, which relates to educational concerns.

### **Assessment & Evaluation of Student Achievement**

- Summative teacher assessment of education portfolio
- Group assessment for education portfolio
- Formative teacher observation on the ranking of Native Studies programs in Ontario
- Teacher assessment of oral presentation of model school
- Rubric for model school
- Peer evaluation on model school presentation
- Formative teacher assessment of learning reflection paragraphs

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## Accommodations

- Some students may require more specific directions (e.g., research the Native education offerings in only one college or university).
- For enrichment, students may wish to compare Native education programs at colleges or universities in Ontario with those in other provinces or nearby areas of the United States.
- Provide a planner with for the educational portfolio listing the information needed for each school.
- Provide students with *CommuniCAAT* and *INFO Guide to Ontario Universities for Secondary Schools*.
- Extension: Present some of the ideas of the model schools to the Parent Council for review.

## Resources

*Aboriginal Voices* magazine

*CommuniCAAT* – explores Ontario’s college programs – from your Guidance Department

*INFO Guide to Ontario Universities for Secondary Schools* – from your Guidance Department

*Scott’s Directory of Canadian Schools* (includes a list of Native-run schools)

*A Handbook for Parents of Aboriginal Students* from the Anishinabek Educational Institute Union of Ontario Indians

Statistics Canada – Level of Aboriginal Education in Canada

*Report of the Royal Commission on Aboriginal Peoples*. Ottawa: Minister of Supply and Services, 1996. Volume 4, Urban Perspectives

## Video

*The Learning Path*. NFB, 1991, 56 min.

*Wandering Spirit Survival School*. NFB, 1978, 27 min.

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## Appendix F

### The Impact of Residential Schools Assessment Checklist

#### Unit 5, Activity 2

<b>Communicates</b> effects of residential schools	<b>Limited Evidence</b>	<b>Moderate Evidence</b>	<b>Good Choice of Evidence</b>	<b>Outstanding Choice of Evidence</b>
on intellectual life of students				
on emotional life of students				
on physical life of students				
on spiritual life of students				
applies graphic design and shows visual appeal				

## Appendix G

### Aboriginal Models of Economic Activity Rubric

#### Unit 5, Activity 3

	<b>Limited Evidence</b>	<b>Moderate Evidence</b>	<b>Good Choice of Evidence</b>	<b>Outstanding Choice of Evidence</b>
displays title and location on map				
mentions main product or service				
refers to employee education and numbers				
applies graphic design and shows visual appeal				
demonstrates integration of Aboriginal values and economic activity				

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## Appendix H

### The Model School Assessment Checklist

#### Unit 5, Activity 4

	<b>Limited Evidence</b>	<b>Moderate Evidence</b>	<b>Good Choice of Evidence</b>	<b>Outstanding Choice of Evidence</b>
discussion of programs to be offered				
outlines rules and procedures of school				
includes careful drawing of model school				
integrates Aboriginal values and modern educational practices				