

Public District School Board Writing Partnership

Native Studies

Course Profile

Issues of Indigenous Peoples in a Global Context

Grade 12

University/College Preparation

NDW4M

• *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.

Course Profiles are professional development materials designed to help teachers implement the new Grade 12 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.

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Acknowledgments

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Course Overview

Issues of Indigenous Peoples in a Global Context, NDW4M, Grade 12, University/College Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Native Studies, 2000.*

Prerequisite: Any Grade 11 University, University/College, or College Preparation course in Native Studies

Course Description

This course provides students with an overview of the issues and challenges that confront indigenous peoples worldwide. Students will develop an understanding of the concerns and aspirations of the world's indigenous population, plan and conduct research on global issues that have an impact on indigenous peoples, and use information technology to consult materials related to the views of indigenous peoples throughout the world.

Course Notes

The course is structured around five units, beginning with a unit which locates indigenous peoples worldwide and examines their common world views. From this foundation the course broadens its scope and analyses relations internationally between nations and organizations representing them. The course then requires students to examine particular challenges to indigenous peoples worldwide and their various responses. Subsequently, the course asks students to examine potential solutions to these challenges. The final unit allows students to demonstrate their understanding of issues, challenges and responses and their research abilities in a major independent study. The overall and specific expectations for each strand of this course (Identity, Relationships, Sovereignty, and Challenges) are woven into the thematic units. By the end of this course, students will have developed the critical thinking skills necessary to analyse and interpret information about the views of indigenous peoples and participate in an informed discussion on the development of common global issues.

Given the scarcity of brief, overview works relevant to the topics on the course, teachers must be prepared to modify material to make it accessible for students.

Teachers should also bear in mind that the expectations of this course may be met using materials on indigenous peoples other than those referred to in this profile and to tailor the course to available resources.

The assessment strategies for the course build from teacher-led to student-led learning, culminating in an independent study.

Teachers should be aware of the sensitivity of the issues in this course and the material to be examined and should develop activities which pay heed to this sensitivity. Topics for class discussions and case study investigation includes: human rights issues, land claims, environmental and social issues, legacies of colonial policies and practices, issues of poverty, resource exploitation, land speculation, corporate challenges, World Bank-sponsored initiatives, Church-sponsored programs, cultural renewal initiatives, complex court proceedings, understanding of aspects of international laws, and government policies. Aboriginal peoples' world views, and their leaders' and communities' responses to particular issues, need to be analysed with detail and empathy. Respect for conflicting views on complex issues is essential for the teacher to stress, so that points of view can be debated, discussed, and understood.

Units: Titles and Times

* Unit 1	Indigenous World Views	20 hours
Unit 2	Relationships	20 hours
Unit 3	Challenges and Responses	20 hours
Unit 4	Renewal and Reconciliation	20 hours
Unit 5	Independent Study	30 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Indigenous World Views

Time: 20 hours

Unit Description

Students discuss and compare terms that are used to define indigenous peoples. Students explore and investigate the diversity as well as the world views of groups of indigenous peoples in a global context. Students respond to the manner in which the world views of indigenous peoples express their autonomy, sovereignty and self-determination. Finally, students apply their understanding of the strategies that indigenous peoples use to preserve and sustain their cultures and languages.

Unit Overview Chart

Activity	Learning Expectations	Assessment	Focus
1 6 hours	IDV.01, IDV.02, IDV.05, IDI.01, ID1.02, RE1.01, RE1.02, RE1.03, RE1.04, RE3.03	- small group research presentation - essay Knowledge/Understanding Thinking/Inquiry	Shared perspectives in indigenous world views in Canada and the world - research and compare similarities
2 7 hours	ID1.02, SOV.01, SOV.02, S01.01, SO1.02, IDV.05	- written response - small group discussion Knowledge/Understanding Thinking/Inquiry	Expressions of autonomy, sovereignty and self-determination - read and respond to articles and short works - compare and contrast concepts
3 7 hours	CHV.01, CHV.02, CHV.03, ID1.03, CH1.01, CH1.02, CH1.03	- role-playing Knowledge/Understanding Communication Application	Maintenance and sustenance of culture, languages and traditions in a context of change - inquire and communicate - compare and contrast

Unit 2: Relationships

Time: 20 hours

Unit Description

Students focus on indigenous peoples in an international context. They demonstrate through the production of a report their understanding of terminology, geographical location, concepts of identity and world reactions to the affirmation of this identity. More specifically, the collaboration amongst indigenous peoples facing common issues and their views on sovereignty are examined. Finally, students are expected to compare the histories of the interactions among different indigenous peoples and their national governments and extend the comparison to the Canadian context.

Unit Overview Chart

Activity	Learning Expectations	Assessment	Focus
1 6 hours	IDV.01, ID2.01, IDV.02, ID2.02, REV.01, ID2.04, REV.04, ID2.05, RE2.06	- report Knowledge/Understanding Communication Application	Terminology used by indigenous populations and organizations in an international context - read and respond to articles
2 7 hours	CHV.01, RE2.01, SOV.01, RE2.02, SOV.04, SO2.06, CH2.01	- oral presentation Thinking/Inquiry	Collaboration on common issues and events in international forums - analysis of history, achievements, roles and responsibilities of a permanent international organization involving indigenous people
3 7 hours	REV.02, RE2.03, REV.03, RE2.04, SO2.01, SO2.03	- round table presentation Knowledge/Understanding Communication Application	Relationship between indigenous populations and national governments - national forum on policies - international forum on policies

Unit 3: Challenges and Responses

Time: 20 hours

Unit Description

Students examine the impact of the challenges posed by the global economy on indigenous peoples' identity and their subsequent reactions. Students identify, through examples and analysis, solutions that allow indigenous peoples to exercise their autonomy, and how they have acted to protect their rights. Finally, this analysis leads the students to identify the impediments to indigenous peoples' full participation within the international community and to examine instances where indigenous peoples have asserted their sovereignty.

Unit Overview Chart

Activity	Learning Expectations	Assessment	Focus
1 6 hours	IDV.04, ID2.03, REV.05, RE2.05, CHV.02, CH2.03, CH2.05	- summary discussion - questionnaire Thinking/Inquiry Communication Application	Challenges to identity posed by economic impacts - video presentation - summary chart

Activity	Learning Expectations	Assessment	Focus
2 7 hours	SOV.02, SO2.02, SOV.03, SO2.04, SO2.05	- multi-media presentation or product Knowledge/Understanding Thinking/Inquiry Communication Application	Protection of rights to autonomy and self-government - examination of rights and analysis of reality
3 7 hours	CHV.02, CH2.02, CHV.03, CH2.04	- case study Knowledge/Understanding Thinking/Inquiry Communication Application	Factors limiting autonomy and self- government - identify and analyse factors impeding autonomy - examine responses to impediments to autonomy and self-government

Unit 4: Renewal and Reconciliation

Time: 20 hours

Unit Description

In this unit, students use independent research methods to produce a presentation that examines the factors critical to ensuring healthy, sustainable indigenous communities. Using a seminar approach, students demonstrate their understanding of various issues that are commonly faced by indigenous peoples throughout the world. Finally, students explore the role of governments, corporations and indigenous peoples in fostering policy revision and political reform.

Unit Overview Chart

Activity	Learning Expectations	Assessment	Focus
1 6 hours	IDV.03, ID3.01, CH3.02, REV.03, RE3.01, CHV.03, RE3.02, RE3.04	- independent research presentation Knowledge/Understanding Thinking/Inquiry Communication Application	Strategies to maintain and preserve language, culture and environment at the national level - independently research the strategies
2 7 hours	IDV.04, ID3.02, RE1.02, CHV.02, ID3.03, CHV.03, REV.03, CH3.02, CH3.03	- seminar Thinking/Inquiry Communication Application	Challenges to maintain and preserve language, culture and environment in the industrial world - focus on a challenge with presentation and discussion
3 7 hours	SOV.03, SO3.01, SOV.04, SO3.02, SO3.03	- public relations kit Knowledge/Understanding Thinking/Inquiry Communication Application	Efforts of indigenous communities to lobby in order to maintain and preserve culture, language and environment through international forums - develop a pamphlet or booklet, video production

Unit 5: Independent Study

Time: 30 hours

Unit Description

In this final unit, students choose an issue of significance to indigenous peoples' world views and to indigenous and international relations of renewal and reconciliation. The process leading to, and the product that emerges from, this investigation is to be decided through a collaboration between student and teacher. Students must focus their inquiries on the ways in which indigenous peoples have been successful in responding to challenges to their culture, language, ancestral lands and economies. Upon completion of this course, students will have a greater understanding of an issue or a challenge that confronts indigenous peoples worldwide, through investigations based on indigenous peoples' lives and living conditions in North America, Central America, South America, Australia, New Zealand, Asia, Africa and the Arctic. Sample Independent Study suggestions are outlined in Appendix 3.

Unit Overview Chart

Activity	Learning Expectations	Assessment	Focus
* 1 30 hours	CHV.01, CHV.02, CHV.03, CH1.01, CH1.02, CH1.03	- independent study process - presentation of final product <ul style="list-style-type: none">• seminars• case study	Indigenous World Views - the independent study process: conferences, research, organization, editing, presentation
* 2 30 hours	CHV.01, CHV.02, CHV.03, CH2.01, CH2.02, CH2.03, CH2.04, CH2.05	<ul style="list-style-type: none">• public relations kit• multi-media	Indigenous and International Relations - the independent study process: conferences, research, organization, editing, presentation
* 3 30 hours	CHV.01, CHV.02, CHV.03, CH3.01, CH3.02, CH3.03	Knowledge/Understanding Thinking/Inquiry Communication Application	Renewal and Reconciliation - the independent study process: conferences, research, organization, editing, presentation

* **Note:** Students choose to do Activity 1 or 2 or 3.

Teaching/Learning Strategies

The overall approach to teaching and learning used in the development of this Course Profile allows students to build on their foundation of research skills developed in other courses while helping them explore and gain an understanding of current social issues affecting indigenous people on a global scale. Students will use appropriate theories of analysis in preparing an independent study, in which they will speculate on present and future directions for the global issues discussed throughout the course.

Students have the opportunity to examine models of research, problem solving, policy analysis and communication as part of their learning throughout the course. Students examine critical issues facing indigenous groups through activities that foster exploration, awareness and understanding. The eclectic nature of the Native Studies discipline calls for a variety of strategies for learning. The knowledge and skills described in the expectations will be demonstrated through quizzes, independent reading, lecture, debate, participation in class discussion and analysis, and through the final independent study project. This final project may take various forms, such as: seminars, creation of public relations kits, development of multi-media products and presentations, and case studies.

The Native Studies curriculum has been designed to engage students in reflective learning and help them develop critical and analytical thinking skills. Teaching strategies that are consistent with these aims should be devised. Because the course lends itself to an interdisciplinary approach, teaching strategies might include the incorporation of poetry, drama, music, tableau and role play.

Strategies should include the incorporation of local community resources where possible and should be geared to the university/college designation of this course.

Assessment & Evaluation of Student Achievement

To measure student achievement of course and unit expectations, teachers must develop and use a complete repertoire of assessment tools and techniques consistent with *The Ontario Curriculum, Grades 11 and 12, Native Studies*, Achievement Chart categories - Knowledge/Understanding, Thinking/Inquiry, Communication, and Application.

In addition to the fundamental skills, such as formulating appropriate questions, collecting and analysing data, differentiating between evidence and opinion, recognizing bias, and organizing and communicating results effectively, students are encouraged to identify and recognize their own misconceptions, prejudices and biases.

Assessment strategies may include:

- tests and quizzes of a variety of types - multiple choice, true/false, matching, fill in the blanks, and short answer;
- longer written assignments - essays and research papers;
- journals and workbooks;
- personal communication - in-class responses, debates, dramatizations, seminars, and student-teacher conferences;
- creation of media works.

Besides teacher assessment, self- and peer-assessment should be used to enhance student learning. The use of diagnostic, formative, and summative assessment also helps in strengthening student learning and in ensuring fair evaluation. Assessment tools may include checklists, rating scales and marking schemes. Where appropriate, teachers and students should co-design assessment tools clarify expectations and enhance learning. Both teachers and students must receive feedback to improve their teaching and learning respectively.

The assessment techniques suggested for activities reflect those outlined in the Achievement Chart found in *The Ontario Curriculum, Grades 11 and 12, Native Studies, 2000*. Seventy per cent of the final grade is based on course work and 30% is based on a summative evaluation of the culminating tasks. The overall purpose of this final evaluation is to ensure that students can make connections between concepts and issues discussed in the course, new information obtained through independent inquiry and their personal experiences.

Accommodations

The teacher should consult individual student IEPs for specific direction on accommodation for individuals. The outline of the Course Profile lends itself to making accommodations for exceptional students by focusing on the development of the independent study.

Articles identified for independent reading activities have been selected with the university/college destination in mind. Given the scarcity of brief overview articles for use at the secondary school level, teachers should be prepared to assist exceptional students with the readings as required.

Accommodations to the teaching/learning activities should be made to meet individual student needs and local access to resources. Suggestions accompany each activity in this Course Profile.

Resources

The resources cited below provide support for teaching and learning in this course. Teachers are advised to review the contents before introducing them to the classroom. This is especially important for electronic resources. Teachers should also assist students in assessing the validity and integrity of materials. As well, teachers should review with students the terms and conditions of student access to the Internet and what constitutes appropriate use within the classroom. Teachers should also be aware of the sensitivity of certain topics and language in the literature.

Teachers should consult local Aboriginal communities or organizations for resources in addition to the print and electronic materials provided in this document. The following list contains resources useful to the teacher in developing an approach to the entire course. Specific resources are listed separately with each activity. Given the nature of this course, the resource list has been organized by both genre and regional focus.

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with 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 reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

Print

- Adams H. *Tortured People: The Politics of Colonization*. Penticton: Theytus Books, 1999.
- Alfred, Taiaiake. *Peace, Power and Righteousness*. Dons Mills: Oxford University Press, 1999.
- Berger, Thomas. *A Long and Terrible Shadow: White Values, Native Rights in the Americas*. Toronto.
- Bernstein, J. "Maya Traditional Knowledge: Preserving Forests in Guatemala." *Native Americas*, V. 13:1 (Spring 1996); 30-37.
- Berry, T. *The Dream of the Earth*. San Francisco: Sierra Club, 1988.
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- Blondin, George. *Yamoria, The Lawmaker*. Edmonton: Newest Press, 1997.
- Boldt, Menno. *Surviving as Indians: The Challenge of Self-Government*. Toronto: The University of Toronto Press, 1993.
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- Burgos-Debray, E., ed. *I Rigoberta menchu*. London: Verso, 1984.
- Cairns, A.C. *Citizens Plus: Aboriginal Peoples and the Canadian State*. Vancouver: UBC Press, 2000. ISBN 0-7748-0767-9
- Carey-Webb, Allen and Stephen Benz, eds. *Teaching and Testimony: Rigoberta Menchu and the North American Classroom*. Albany: State University of New York Press, 1996. ISBN 0-7914-3014-6
- Cassidy, Frank, ed. *Aboriginal Self-Determination*. Lantzville, BC: Oolichan Books, 1991.
- Choudry, A. "Bringing It All Back Home: Anti-globalization Activism Cannot Ignore Colonial Realities." *Canadian Dimension*, V.35(5) (September 2001)
- Commonwealth of Australia. *Bringing them home: Report of the National Inquiry into the separation of the Aboriginal and Torres Strait Islander Children from their Families, Human Rights and Equal Opportunity Commission*. Sydney: Sterling Press Pty. Ltd. 1997. (See New South Wales Department of Aboriginal Publications website.)

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- Grant, Agnes. *Our Bit of Truth: An Anthology of Canadian Native Literature*. Winnipeg: Pemmican Publications, Inc., 1990.
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- Joe, Rita. *Lnu and Indians We're Called*. Charlottetown: Ragweed Press, 1991.
- Kawagley, Oscar. *A Yupiak Worldview*. Illinois: Waveland Press, Inc., 1995.
- Knudston, Peter and David Suzuki. *Wisdom of the Elders*. Toronto: Stoddart, 1992. ISBN 0-7737-2520-2
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- Maybury-Lewis, D. and T. Macdonald, eds. *Cultural Survival: Studies in Ethnicity and Change Series*. Boston: Allyn and Bacon.
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Quinlan, D. *Aboriginal Peoples: Building for the Future. Canadian Challenges Series*. Don Mills: Oxford University Press, 1999. ISBN 0-19-541280-X

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Sanders, Douglas. *Aboriginal Self-Government in the United States*. Institute of Intergovernmental Relations Background Paper Number 5. Kingston: Queen University, 1985.

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Ward, S. "Indian Education Policy and Politics 1972-1982." *Canadian Journal of Native Education*, V. 13(2) (1986).

Whitehead, Ruth Holmes. *The Old Man Told Us*. Halifax: Nimbus Publishing Ltd., 1991.

Audio-Visual

Film West 1-800-570-5505

Magic Lantern Communications Ltd.(MLC) 1-800-263-1818

La Fete - 1-888-848-9667

Moving Images Distribution 1-604-684-3014

A Place Called Chiapas. Montreal: National Film Board of Canada, 1998. 49 min.

Colonialism, Ogre or Angel. Montreal: NFB, 1957. 29 min.

How Cultures Are Studied (in Faces of Culture Series). Toronto: MLC, 1983. 30 min. (432-31-202)

Indigenous 500. MLC, 1991. 30 min. (137-31-152)

Media and Society: Cultural Sovereignty/Shaping Information. Montreal.

Mexico Dead or Alive. Montreal: NFB, 1996. 52 min.

National Film Board of Canada (1-800-267-7110) NFB, 1989. 95 min.

Our Healing Journey. Chippewa of the Thames Education Office, R.R. 1 Muncey, ON. N0L 1Y0

Self-Determination and Health Care. Montreal: NFB, 1990. 106 min.

The Aymara: A Case Study of Social Stratification (in Faces of Culture Series).

Toronto: MLC, 1983. 30 min. (432-31-218)

The Maya Middle America. Toronto: MLC, 1994. 30 min. (845-845-106)

The Tightrope of Power (in Millennium Tribal Wisdom and the Modern World Series). Toronto:

MLC, 1992. 60 min. (T12-31-010)

Yakoana: We Walk To the Future in the Footsteps of Our Ancestors. Under Your Nose Productions, 1997 (Film West Associates).

National Film Board of Canada (1-800-267-7110) www.nfb.ca

Constructing Reality: Exploring Media Issues in Documentary: Voices of Experience, Voices for Change Part I. Montreal: NFB, 1993. 79 min (with resource book).

Cultural Sovereignty/Shaping Information (in Media and Society Video Package).

Montreal: NFB, 1989. 95 min.

A Place Called Chiapas. Montreal: NFB, 1998. 93 min.
Chile, Obstinate Memory. Montreal: NFB, 1997. 52 min.
Distress Signals. Montreal: NFB, 1990. 54 min. Global
Five Centuries Later. Montreal: NFB, 1991. 53 min.
Hanging On. Montreal: NFB, 1993. 11 min.
Holding Our Ground. Montreal: NFB, 1988. 50 min.
Keep the Circle Strong. Montreal: NFB, 1990. 28 min.
Lalkali, Woman of Nepal. Montreal: NFB, 1991. 63 min.
Media and Society: Cultural Sovereignty/Shaping Information. Montreal: NFB, 1989. 95 min.
Mexico Dead or Alive. Montreal: NFB, 1996. 52 min.
My Macondo. Montreal: NFB, 1988. 50 min.
On Shifting Ground. Montreal: NFB, 1989. 27 min.
Pachamama. Montreal: NFB, 1991. 29 min.
Self-Determination and Health Care. Montreal: NFB, 1990. 106 min.
Speaking of Nairobi. Montreal: NFB, 1986. 56 min.
The Highland Maya: A Case Study in Economic Anthropology (in Faces of Culture Series). Toronto: MLC, 1983. 30 min. (432-31-220)
The Tribal Mind. Montreal: NFB, 1994. 51 min.
Who Are We? Montreal: NFB, 1974. 9 min (animated).

Internet

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Aboriginal Studies WWW Virtual Library – <http://www.ciolek.com/wwwvl-aboriginal.html>
Aboriginal Law and Legislation – <http://www.bloorstreet.com/300block/ablawleg.htm>
Aini Moshiri – http://www.pasifika.net/pacific_action/voices/ainu.html
Cultural Survival – <http://www.cs.org/main.htm>
Cultural Survival Publications Department – <http://www.cs.org>
First Peoples on SchoolNet – <http://schoolnet.ca/aboriginal/elders-e.html>
Foreign Policy in Focus – fpif.org/selfdetermination/index.html
NativeWeb – <http://www.nativeweb.org/>
Organizations That Focus on Self-Determination – fpif.org/selfdetermination/experts/index.html
Self-Determination in the Information Age – <http://hawaii-nation.org/sdinfooge.html>
Self-Determination in Focus Bibliography – fpif.org/selfdetermination/bibliography/bib-a_body.html
Self-Determination in the Information Age – <http://hawaii-nation.org/sdinfooge.html>
Storytelling: A Unit of Study – <http://www.galileo.org/tips/storytelling/storyunit.html>
The Center for World Indigenous Studies – <http://www.cis.org/>
The World Wide Web Virtual Library: Indigenous Studies – <http://www.cwis.org/wwwvl/indig-vl.html>
Aguinda v. Texaco, Jota v. Texaco – <http://www.texacorainforest.org>
Earth Island Journal – <http://earthisland.org/eijournal>
World Intellectual Property Organization (W.I.P.O.) – www.wipo.org
Cofan Guardians of the Rainforest – www.cofan.org
La Selva Ecotourist Lodges – <http://www.laselvajunglelodge.com>

Sacha Lodge – <http://www.sachalodge.com>
The Best of Foreign Policy on Globalization – www.foreignpolicy.com
Toward Earth Summit 2002 – www.earthsummit2002.org/es/life/2002pdf._
Actions and Solutions: World Summit on Sustainable Development
– www.earthday.net/goals/worldsummit.stm
Forging a New Relationship: Proceedings of the Conference on the Report of the Royal Commission on
Aboriginal Peoples. 1997 Ed. D.B. Smith. – www.arts.mcgill.ca/programs/misc/rcappub.htm
Foundation for Aboriginal and Islander Research Action – www.faira.org.au
A Layperson’s Guide to Delgamuukw – www.bctreaty.net/publications/layweb.html
New South Wales Department of Aboriginal Publications – www.daa.nsw.gov.au/daa/publications.html
Peru: A Country Study – <http://lcweb2.loc.gov/frd/cs/petoc.html>
Center for World Indigenous Studies – www.cwis.org
UNESCO – www.unesco.org/education/hst
Federation of Aboriginal and Torres Strait Islander Languages – www.fatsil.org
Stabilizing Indigenous Languages – www.ncbe.gwu.edu
Endangered Languages Endangered Lives, Summer 2001 – www.cs.org/publications/CSQ/252/index.htm
The Sami in Finland – <http://virtual.finland.fi/finfo/english/saameng.html>
Annotated Reading List (languages) – <http://collections.ic.gc.ca/afn/lngpg12.htm>
Hawaiian Language, Literacy and Technology – <http://english.ohio-state.edu/people/lum.6/hl/main.html>
Hawaiian Language – <http://www.ncbe.gwu.edu/miscpubs/stabilize/additional/hawaiian.htm>
Sami Culture in a New Era (Introduction and resources) – ww.utexas.edu/courses/sami/papers/Gaski.pdf

Magazines

Canadian Geographic, V. 21(1)(January 2001): 26. - two articles with language statistics
*Canadian Social Studies: The History and Social Science Teacher Special Theme - Citizenship
Education*. Spring 1997. 31 (3).
Cultural Survival Quarterly: Endangered Languages, Endangered Lives. Summer 2001.
Cultural Survival Quarterly 215 Prospect St., Cambridge, MA, 02139 telephone: (617) 441-5400

OSS Considerations

This course is an optional credit or, it can be used as a Group 1 additional compulsory credit. Policy considerations which impact on the delivery of this course include the University/College Preparation course designation (OSS, pp. 16-17) and the policy outlining anti-discrimination education (OSS, pp. 58-59). The course emphasizes both theoretical aspects and related concrete applications of the course content. The course is based “on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills.” Students are required to demonstrate these skills. The content and learning activities of *Issues of Indigenous Peoples in a Global Context* assist in promoting “a school climate that encourages all students to work to high standards, affirms the worth of all students, and helps them strengthen their sense of identity and develop a positive self-image... when planning their programs, teachers will base their decisions on the needs of students, taking into consideration their students’ abilities, backgrounds, interests, and learning styles” (OSS, p. 58).

Coded Expectations, Issues of Indigenous Peoples in a Global Context, Grade 12, University/College Preparation, NDW4M

Identity

Overall Expectations

- IDV.01** · demonstrate an understanding of how certain terms relating to Aboriginal peoples change when they are used in an international context;
- IDV.02** · identify where indigenous peoples are situated throughout the world;
- IDV.03** · describe emerging global economic and environmental practices and their impact on indigenous cultural identity;
- IDV.04** · identify some of the challenges to maintaining their identities that indigenous communities throughout the world encounter in a highly industrialized world;
- IDV.05** · demonstrate an understanding of the commonality of world views of indigenous peoples around the world.

Specific Expectations

Indigenous World View

- ID1.01** – demonstrate an understanding of the similarity in world views of the world’s indigenous populations;
- ID1.02** – describe the legal and political perspectives of the world views of indigenous peoples concerning their own social, economic, or cultural development (e.g., regarding governance, resource development, or the preservation of indigenous languages);
- ID1.03** – describe how indigenous peoples throughout the world have maintained the core principles of an indigenous world view (e.g., land stewardship; cooperation; reciprocal relationships, such as “people with the Creator”, “people with people”, and “people with the environment”) or have lost their traditional ways (e.g., destruction of the rain forest).

Indigenous and International Relations

- ID2.01** – demonstrate an understanding of the term *indigenous peoples*, which is used instead of *Aboriginal* in international contexts;
- ID2.02** – identify the location of various indigenous populations on a world map (e.g., the Karen in Thailand, the Maori in New Zealand);
- ID2.03** – describe how indigenous peoples throughout the world have responded to economic trends in the global economy and yet maintained their traditional way of life;
- ID2.04** – demonstrate an understanding of how different indigenous peoples affirm their identity (e.g., through indigenous non-governmental organizations);
- ID2.05** – assess national and international reactions to indigenous peoples’ efforts to identify themselves as distinct peoples within the global community.

Renewal and Reconciliation

- ID3.01** – define the factors that indigenous peoples believe are critical for ensuring healthy, sustainable communities (e.g., a secure land base, political autonomy, a viable community-based economy);
- ID3.02** – identify, through analysis, the efforts of indigenous peoples and national governments to review and revise policies that promote the forced assimilation of an indigenous people (e.g., the repeal of apartheid legislation in South Africa, 1993);
- ID3.03** – demonstrate an understanding of the different political, economic, and environmental issues that unite indigenous peoples throughout the world (e.g., decolonization, economic exploitation, preservation of biodiversity).

Relationships

Overall Expectations

- REV.01** · describe some of the international indigenous peoples' organizations developed by indigenous peoples throughout the world;
- REV.02** · describe similarities and differences in the relationships between the world's indigenous populations and their national governments;
- REV.03** · describe the current dialogue concerning renewed relationships between indigenous peoples and various national governments;
- REV.04** · demonstrate an understanding of the distinction between the terms *indigenous people* and *indigenous populations*;
- REV.05** · identify examples of partnerships between indigenous communities and national governments or multinational corporations to foster indigenous economic self-sufficiency.

Specific Expectations

Indigenous World View

- RE1.01** – describe the world view that Aboriginal peoples in Canada have in relation to other indigenous societies in the international community;
- RE1.02** – describe the dialogue on issues of reconciliation (e.g., reciprocity, sharing) between indigenous peoples and their nation states in various parts of the world;
- RE1.03** – demonstrate an understanding that the North American Aboriginal cultural perspective on land is shared by indigenous peoples in various parts of the world;
- RE1.04** – identify views and concerns that unite indigenous peoples around the world (e.g., sovereignty and sustainability).

Indigenous and International Relations

- RE2.01** – demonstrate an understanding of the issues and events that led to global collaboration among indigenous peoples (e.g., the response to the 1992 Rio Declaration);
- RE2.02** – describe the achievements (e.g., the Inuit Circumpolar Conference) of an international indigenous organization (e.g., the World Council of Indigenous Peoples);
- RE2.03** – compare the histories of the interaction between different indigenous peoples and their national governments (e.g., the Aborigines and the government of Australia, the Manobos and the government of the Philippines, the Maasi and the government of Tanzania) and extend the comparison to the Canadian context;
- RE2.04** – compare the key features of a policy developed by at least two national governments to govern their relations with their indigenous peoples (e.g., the United States' Indian Self-Determination and Education Assistance Act, 1975; Canada's Indian Act, 1985);
- RE2.05** – identify examples in which indigenous peoples developed economic partnerships with national governments or multinational corporations (e.g., the James Bay Cree's partnership with the Yamaha Corporation to develop watercraft);
- RE2.06** – demonstrate an understanding of the uses of the terms *indigenous people* and *indigenous populations* (language used in the Draft United Nations Declaration on the Rights of Indigenous Peoples, as quoted in *Canadian Native Law Reporter*, vol. I (1994), pp. 40-47).

Renewal and Reconciliation

- RE3.01** – describe a forum (e.g., the Inuit Circumpolar Conference, the International Alliance of the Indigenous Tribal Peoples of the Tropical Forests) in which indigenous peoples work together to influence the policy makers of nation states that have a presence in a geographical area (e.g., countries that control parts of the Arctic);

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- RE3.02** – identify examples where indigenous peoples and different national governments have developed strategies to improve their relations with each other (e.g., Australia’s Council for Aboriginal Reconciliation, Canada’s Statement of Reconciliation with Aboriginal Peoples);
- RE3.03** – demonstrate an understanding of how an indigenous group has used a philosophical attachment to its traditional lands (e.g., the Maori of New Zealand, the Aborigines of Australia) as a means of maintaining the group’s cultural identity;
- RE3.04** – identify principles that indigenous peoples uphold by their participation in international bodies and organizations (e.g., the principles of sustainability, preservation of community, respect for fundamental human rights).

Sovereignty

Overall Expectations

- SOV.01** · identify the nature and scope of “self-determination” as articulated by indigenous peoples worldwide;
- SOV.02** · describe the basis for the autonomy of indigenous peoples;
- SOV.03** · describe efforts by the world’s indigenous peoples to lobby the international community for recognition of their right to self-determination;
- SOV.04** · describe the importance of international forums for advancing the rights of indigenous peoples around the world.

Specific Expectations

Indigenous World View

- SO1.01** – explain the meaning of the term *self-determination*;
- SO1.02** – identify universal characteristics of indigenous sovereignty (e.g., a land base bestowed by the Creator; a traditional body of knowledge, language, and law; a self-identifying population).

Indigenous and International Relations

- SO2.01** – explain a variety of views on indigenous sovereignty (e.g., as outlined in the Draft United Nations Declaration on the Rights of Indigenous Peoples or in International Labour Organizations Convention No. 169 on the Rights of Indigenous Peoples and Tribal Populations);
- SO2.02** – identify examples in which indigenous peoples throughout the world have acted to protect their land, their culture, or their community’s livelihood (e.g., the armed resistance of the Indians of Chiapas, Mexico; the Seminole people’s resistance to American government efforts to relocate them, 1835; the Oka crisis in Canada, 1990);
- SO2.03** – demonstrate an understanding of the place of indigenous nations within the global political system;
- SO2.04** – identify, through analysis, some of the limitations preventing indigenous peoples in different parts of the world (e.g., the Maori of New Zealand, the Maasi of Tanzania, the Manabos of the Philippines) from exercising authority in their own affairs, and compare their responses;
- SO2.05** – demonstrate an understanding of the arguments for autonomy and self- government used by the world’s indigenous peoples (e.g., the application of international human rights laws or of the United Nations Declaration of Human Rights);
- SO2.06** – describe the roles and responsibilities of permanent international organizations involving indigenous peoples around the world (e.g., organizations established by the United Nations).

Renewal and Reconciliation

- SO3.01** – describe how indigenous peoples have sought recognition of their sovereignty through political reform within nation states (e.g., the recognition of Aboriginal peoples in the Canadian Constitution Act, 1982; the Norwegian Saami Act, 1987);

SO3.02 – demonstrate an understanding of the influence of indigenous peoples on the emergence of international policies in the areas of development, finance, and human rights (e.g., the World Bank’s policy document “Tribal Peoples and Economic Development”, 1982; Draft United Nations Declaration on the Rights of Indigenous Peoples, 1993);

SO3.03 – explain how individual nation states and multinational companies have promoted better understanding of the concept of self-determination for indigenous peoples (e.g., through the European Union Policy on Indigenous Peoples and Development Co-operation, 1998).

Challenges

Overall Expectations

CHV.01 · identify the common issues facing the world’s indigenous peoples;

CHV.02 · demonstrate an understanding of the factors that influence indigenous peoples’ participation in international affairs or the global economy;

CHV.03 · describe a variety of approaches that indigenous peoples are taking to preserve and maintain indigenous knowledge as it relates to such things as culture, language, and the environment.

Specific Expectations

Indigenous World View

CH1.01 – demonstrate an understanding of the global roles that indigenous peoples see for themselves (e.g., stewardship of the environment, co-management of resources with national governments);

CH1.02 – describe the strategies that indigenous peoples are using to sustain their cultures and languages, and to protect the environment;

CH1.03 – describe how indigenous peoples are using their cultural practices and traditional teachings when developing new strategies to cope with change.

Indigenous and International Relations

CH2.01 – demonstrate an understanding of the issues that are of common interest to the world’s indigenous population (e.g., resource development, self-determination, the preservation of culture);

CH2.02 – identify, through analysis, factors (e.g., ethnocentrism, political and economic marginalization) that impede indigenous peoples from assuming full participation within the international community;

CH2.03 – describe the effects of economic globalization on the future development of indigenous communities;

CH2.04 – identify examples of litigation where indigenous peoples have used the courts to uphold their rights as sovereign peoples or to address the denial of basic human rights (e.g., *Worester v. Georgia*, USA, 1832; *Calder v. Attorney-General of British Columbia*, Canada, 1973; *Delgamuukw v. the Crown*, Canada, 1997; the Western Sahara case, International Court of Justice, 1979);

CH2.05 – demonstrate an understanding of the impact that the economic systems of national governments and the growth of multinational corporations have on indigenous peoples throughout the world (e.g., the exploitation of workers, expropriation of lands, the forced relocation of a population).

Renewal and Reconciliation

CH3.01 – describe the steps (e.g., resolving land claims, granting indigenous peoples rights to natural resources) that members of the international community have taken to ensure that indigenous peoples will have a sustainable land base for generations to come;

CH3.02 – identify the successes that indigenous peoples have had in influencing the policies of national governments and multinational corporations (e.g., land-use policies, partnerships, co-management strategies);

CH3.03 – identify strategies that indigenous peoples might use to achieve financial stability.

Unit 1: Indigenous World Views

Time: 20 hours

Unit Description

In this unit, students discuss and compare terms that are used to define indigenous peoples. Students explore and investigate the diversity as well as the world views of groups of indigenous peoples in a global context. Students respond to the manner in which the world views of indigenous peoples express their autonomy, sovereignty and self-determination. Finally, students apply their understanding of the strategies that indigenous peoples use to preserve and sustain their cultures and languages.

Unit Planning Notes

Teachers should review with the terminology and activities inherent in the Grades 9 to 12, Native Studies Courses. They should also locate selected articles and verify websites.

Activity Titles: Time and Sequence

Activity 1	Shared Perspectives in Indigenous World Views in Canada and the World	6 hours
Activity 2	Expression of Autonomy, Sovereignty and Self-determination	7 hours
Activity 3	Maintenance and Sustenance of Culture, Languages and Traditions in a Context of Change	7 hours

Prior Knowledge & Skills

If students have not taken previous Native Studies courses, teachers will need to supplement the materials provided. Students also need to be familiar with basic research techniques, including the knowledge of how to use search engines.

Strand(s) & Learning Expectations

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

Overall Expectations

IDV.01 - demonstrate an understanding of how certain terms relating to Aboriginal peoples change when they are used in an international context;

IDV.02 - identify where indigenous peoples are situated throughout the world;

IDV.05 - demonstrate an understanding of the commonality of world views of indigenous peoples around the world;

SOV.01 - identify the nature and scope of “self-determination” as articulated by indigenous peoples worldwide;

SOV.02 - describe the basis for the autonomy of indigenous peoples;

CHV.01 - identify the common issues facing the world’s indigenous peoples;

CHV.02 - demonstrate an understanding of the factors that influence indigenous peoples’ participation in international affairs or the global economy;

CHV.03 - describe a variety of approaches that indigenous peoples are taking to preserve and maintain indigenous knowledge as it relates to such things as culture, language, and the environment.

Specific Expectations

ID1.01 - demonstrate an understanding of the similarity in world views of the world's indigenous populations;

ID1.02 - describe the legal and political perspectives of the world views of indigenous peoples concerning their own social, economic, or cultural development (e.g., regarding governance, resource development, or the preservation of indigenous languages);

ID1.03 - describe how indigenous peoples throughout the world have maintained the core principles of an indigenous world view (e.g., land stewardship; cooperation; reciprocal relationships, such as “people with the Creator”, “people with people”, and “people with the environment”) or have lost their traditional ways (e.g., destruction of the rain forest);

RE1.01 - describe the world view that Aboriginal peoples in Canada have in relation to other indigenous societies in the international community;

RE1.02 - describe the dialogue on issues of reconciliation (e.g., reciprocity, sharing) between indigenous peoples and their nation states in various parts of the world;

RE1.03 - demonstrate an understanding that the North American Aboriginal cultural perspective on land is shared by indigenous peoples in various parts of the world;

RE1.04 - identify views and concerns that unite indigenous peoples around the world (e.g., sovereignty and sustainability);

RE3.03 - demonstrate an understanding of how an indigenous group has used a philosophical attachment to its traditional lands (e.g., the Maori of New Zealand, the Aborigines of Australia) as a means of maintaining the group's cultural identity;

SO1.01 - explain the meaning of the term self-determination;

SO1.02 - identify universal characteristics of indigenous sovereignty (e.g., a land base bestowed by the Creator; a traditional body of knowledge, language, and law; a self-identifying population);

CH1.01 - demonstrate an understanding of the global roles that indigenous peoples see for themselves (e.g., stewardship of the environment, co-management of resources with national governments);

CH1.02 - describe the strategies that indigenous peoples are using to sustain their cultures and languages, and to protect the environment;

CH1.03 - describe how indigenous peoples are using their cultural practices and traditional teachings when developing new strategies to cope with change.

Activity 1: Shared Perspectives in Indigenous World Views in Canada and the World

Time: 6 hours

Description

Students work in small groups to research and create a short presentation on a specific global indigenous people. The teacher pre-selects and assigns the indigenous groups to be investigated to ensure a global perspective is shared in the presentations. Each group of 3 or 4 students includes writings and stories from the indigenous group as part of their presentation. At least one of the pieces should reveal the indigenous group's connection to the land as revealed through stories and mythology. Following all of the class presentations, students use the research provided in the presentations to complete an essay response to the following thesis: Globally, the stories and beliefs of indigenous peoples reveal a connection to their ancestral lands that is similar in many respects.

Strand(s) & Learning Expectations

Strand(s): Identity, Relationships

Overall Expectations

IDV.01 - demonstrate an understanding of how certain terms relating to Aboriginal peoples change when they are used in an international context;

IDV.02 - identify where indigenous peoples are situated throughout the world;

IDV.05 - demonstrate an understanding of the commonality of world views of indigenous peoples around the world.

Specific Expectations

ID1.01 - demonstrate an understanding of the similarity in world views of the world's indigenous populations;

ID1.02 - describe the legal and political perspectives of the world views of indigenous peoples concerning their own social, economic, or cultural development (e.g., regarding governance, resource development, or the preservation of indigenous languages);

RE1.01 - describe the world view that Aboriginal peoples in Canada have in relation to other indigenous societies in the international community;

RE1.02 - describe the dialogue on issues of reconciliation (e.g., reciprocity, sharing) between indigenous peoples and their nation states in various parts of the world;

RE1.03 - demonstrate an understanding that the North American Aboriginal cultural perspective on land is shared by indigenous peoples in various parts of the world;

RE1.04 - identify views and concerns that unite indigenous peoples around the world;

RE3.03 - demonstrate an understanding of how an indigenous group has used a philosophical attachment to its traditional lands as a means of maintaining the group's cultural identity.

Prior Knowledge & Skills

Students have a basic knowledge of world political and cultural geography from Grade 9 Geography.

Students will have knowledge of Aboriginal peoples in Canada from their prerequisite course in Native Studies. These courses introduce students to many issues and philosophical orientations also encountered in this course. Some facility with the use of Internet search engines would be necessary for this activity.

Planning Notes

Review Grade 9, 10, and 11 course outlines for an explanation of terms and activities related Aboriginal peoples in Canada. Class time spent becoming acquainted with these terms will vary according to each student's background. It is also important that the teacher check for websites on the chosen indigenous groups before the groups begin to research. Plan to give each group two websites the teacher has checked and knows are accessible. The teacher should also check library/resource centre sources and collect some relevant print materials. Decisions regarding what groups to examine is important. It should be guided by the desire to introduce students to a wide geographic range of indigenous peoples and by the available resources. Book access to computers with Internet.

Teaching/Learning Strategies

1. Begin the lesson by defining the term *Aboriginal peoples* as it is used in a Canadian context. Share/review other terms related to Canadian Aboriginal identity, e.g., First Nations, Metis. Introduce the term "indigenous peoples" and its meaning, i.e., "Indigenous peoples are descendants of the original inhabitants of a given geographical territory." (30 minutes)
2. Inform students that they are going to begin a short, focused group research project. Each group is given an indigenous group to research using the Internet and available print resources. The group then reports back to the rest of the class. Inform students that the indigenous groups selected for investigation were chosen so as to highlight the global diversity of indigenous culture.

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3. Hand out (or have the students create) KWL charts (see Appendix 1). The K (know) portion of this organizer provide students with an opportunity to make explicit and share what they already may know about the topic (Global Indigenous Peoples). The W (want to know) portion of the organizer allows students to direct their own educational agenda. Knowing students' particular interests in respect to the course content can also be valuable for the teacher as they plan the unit of study. The L part of the organizer (what I learned) can be filled in at the end of the unit. This can be turned into a valuable reflective activity near the end of the course. (30 minutes)
 4. Divide students into research groups of 3 or 4. Possible choices for student research could be: Ainu (Asia) Haida (North America) Kayapo (South America) San Bushman (Africa) Sami (Europe). (The preceding list is not intended to be prescriptive but is meant to show the type of global geographic range for which the teacher should strive in this activity. Assuming a wide geographic range is achieved, the actual indigenous peoples investigated can be varied according to the resources available). Hand out the Presentation and Research Criteria (see Appendix 1). This outline can also serve as a guide to the evaluation of the presentation. The teacher should help each group get started by providing them with a couple of well-chosen pieces of information on the indigenous group they are researching. It is important to facilitate access to computer databases, given the wide range of resources available here. Some suggested materials can be found in the resource section of this lesson.
Each presentation should be limited to approximately 10 minutes. (4 hours - includes time for research and classroom presentations.) It is expected that some of the research will be done as homework.
 5. After the presentations are complete, students will have a range of literature that represents global indigenous world views. As a final task, students write an essay to support the following thesis: Globally the stories and beliefs of indigenous peoples reveal a connection to their ancestral lands that is similar in many respects. (1 hour.) This task is primarily intended to be a homework assignment, but the teacher may want to devote some class time to the activity in its initial stages (e.g., model writing of the introductory paragraph, collaborating with students to develop evaluation criteria for the essay, etc.).

Assessment & Evaluation of Student Achievement

The first activity (strategy 4), a small group presentation and research on a pre-chosen global indigenous group, should be assessed formatively. A checklist could easily be developed from the Presentation and Research Criteria (Appendix 1). Each presentation is expected to demonstrate a knowledge of the basic facts surrounding the indigenous peoples examined. Teacher observation during the research process provides information about students' ability to apply inquiry process skills. Finally, the presentation is assessed for clarity and a sense of audience and purpose.

The essay (strategy 5) should be completed as an independent task and assessed with a teacher-developed rubric or checklist-style marking guide. Students have the opportunity to apply, make connections between, and transfer concepts from strategy 1. The focus for evaluation in this activity is student demonstration of the degree to which they recognize and understand the commonality of world views of global indigenous peoples.

Accommodations

Research materials, at an appropriate reading level, should be pre-selected by the teacher and made available to students, if necessary. Peer support for identified students should be arranged. A possible enrichment option would be to ask students to investigate ideas and concepts by thinkers in what has become known as "deep ecology" (e.g., *The Dream of the Earth* by Thomas Berry) and comment on the degree to which these perspectives reflect and borrow from traditional indigenous thought.

Resources

Books

Berry, T., *The Dream of the Earth*. San Francisco: Sierra Club, 1988.

Bernstein, J. "Maya Traditional Knowledge: Preserving Forests in Guatemala." *Native Americas*, V. 13:1 (Spring 1996): 30-37.

Knudtson, Peter and David Suzuki. *Wisdom of the Elders*. Toronto: Stoddart, 1992. ISBN 0-7737-2520-2

Lewis-Williams, J.D. *Stories That Float From Afar: Ancestral Folklore of the San of Southern Africa*. South Africa: New Africa Books, 2001. ISBN 0-86486-462-0

Maybury-Lewis, D. *Millennium: Tribal Wisdom in the Modern World*. Boston: Viking Books, 1992.

Roberts, E. and E. Amidon. *Earth prayers from around the world*. San Francisco: Harper Collins, 1991.

Websites

Aini Moshiri – http://www.pasifika.net/pacific_action/voices/ainu.html

(the Director of the Ainu Association of Hokkaido, Mr. Tokuhei Akibe, speaks about his people)

Cultural Survival Publications Department – <http://www.cs.org>

First Peoples on SchoolNet – <http://www.schoolnet.ca/aboriginal/elders-e.html>

(traditional teachings from Canadian indigenous peoples)

The Center for World Indigenous Studies – <http://www.cwis.org/>

(has a variety of articles and information on the world's indigenous peoples)

Storytelling: A Unit of Study – <http://www.galileo.org/tips/storytelling/storyunit.html>

(material on oral storytelling, including material on African indigenous peoples and the Ainu)

Activity 2: Expressions of Autonomy, Sovereignty and Self-determination

Time: 7 hours

Description

Students explore the meanings of the terms *autonomy*, *sovereignty*, and *self-determination*. Then they respond to articles, videos, and statements in which indigenous peoples from North, Central, and South America express their self-determination and sovereignty. Finally, students investigate the manner in which indigenous peoples from Oceania, South East Asia, East Asia and Russia, or Africa declare their sovereignty, autonomy, or self-determination.

Strand(s) & Learning Expectations

Strand(s): Identity, Sovereignty

Overall Expectations

SOV.01 - identify the nature and scope of "self-determination" as articulated by indigenous peoples worldwide;

SOV.02 - describe the basis for the autonomy of indigenous peoples;

IDV.05 - demonstrate an understanding of the commonality of world views of indigenous peoples around the world.

Specific Expectations

SO1.01 - explain the meaning of the term *self-determination*;

SO1.02 - identify universal characteristics of indigenous sovereignty (e.g., a land base bestowed by the Creator; a traditional body of knowledge, language, and law; a self-identifying population);

ID1.02 - describe the legal and political perspectives of the world views of indigenous peoples concerning their own social, economic, or cultural development (e.g., regarding governance, resource development, or the preservation of indigenous languages).

Prior Knowledge & Skills

Students should be familiar with generating ideas, and gathering and analysing information from a variety of print, audio-visual, and Internet resources. Students should be familiar with the uses and conventions of different forms of writing developed in the Grade 11 course, *English: Contemporary Aboriginal Voices* or in the Grade 11 English program.

Planning Notes

Teachers should:

- review the terms *self-determination*, *autonomy*, and *sovereignty* prior to class;
- review the uses and conventions of the different forms of writing;
- locate selected articles from books, magazines, or newspapers on Aboriginal sovereignty;
- verify websites prior to assigning them for student use.

Teaching/Learning Strategies

1. Review shared world views of indigenous peoples in Canada and the world.
2. Place the words *autonomy*, *sovereignty*, and *self-determination* on board. Students brainstorm the meanings and subtleties of these words, i.e., *self-determination* does not imply *autonomy* or *sovereignty*, but the freedom of a people to choose their form of government. Locate meanings in the dictionary and place them on the board. (Sample definitions: *autonomy* – “independence; self-government”; *sovereignty* – “freedom from outside control; independence in exercising power or authority”; *self-determination* – “direction from within only, without influence or force from without; the deciding by the people of a nation what form of government they should have, without reference to the wishes of any other nation, especially one to which it has been subject” from *World Book Multimedia Encyclopaedia*.) Students record definitions in notebooks.
3. Ask students: Why do indigenous peoples want self-determination?
4. Place the following statement on the board, “In international law, the concept of self-determination encompasses the right of people to freely determine without external interference their political status and to pursue their economic, social, and cultural development” found in *Aboriginal Self-Determination*, p.191. (See Resources.) Students record statement in notebooks. Ask students the following: What are some of the ways indigenous peoples pursue their economic, social, and cultural development?
5. Show video, *Indigenous 500 or Five Centuries Later* (North, South, and Central America). In response to the video, students write a short persuasive essay that defines and argues for indigenous self-determination.
6. Show video, *Issues Update and/or Native People and the Future* (North America). Discuss issues related to sovereignty raised in these programs.
7. In pairs, students read teacher-selected articles from books, magazines, or newspapers on Aboriginal sovereignty. Students then write an editorial for or against Aboriginal sovereignty. Students share these editorials with the class.
8. Ask students the following: How do indigenous peoples make their views on sovereignty known?

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9. Students read “A Declaration of the First Nations”(1981) in *Surviving as Indians* (p. 323), “Rights of Indigenous Peoples and Other Ethnic Groups in the New Colombian Constitution” in *Aboriginal Peoples* (pp. 178–179), and “Convention 169 of the International Labour Organization” (1991) in *Aboriginal Peoples* (pp. 161–165). (See Resources.)
In small groups, students compare and contrast these or other indigenous statements of sovereignty. Then have students list universal characteristics of indigenous sovereignty in chart form.
 10. Show video, *Hanging On, Keep the Circle Strong, Pachamama, or My Macondo* (Central and South America). Students write a short video review highlighting the issues of sovereignty and self-determination as described in the video.
 11. In small groups or pairs, students use the Internet to gather information on other indigenous peoples’ legal and political perspectives on sovereignty, autonomy, or self-determination from Oceania, South East Asia, East Asia and Russia, or Africa. Then students report findings orally to the class or in a written form of their choice.

Assessment & Evaluation of Student Achievement

Assessment/evaluation includes:

- diagnostic assessment of a short persuasive essay that defines and argues for indigenous self-determination, with teacher using a writing convention checklist (Knowledge/Understanding and Thinking/Inquiry);
- formative assessment of “universal characteristics of indigenous sovereignty” chart with teacher, using anecdotal comments (Knowledge/Understanding and Communication);
- formative assessment of small group oral report on indigenous peoples’ legal and political perspectives on sovereignty, autonomy or self-determination from Oceania, South East Asia, East Asia and Russia, or Africa with teacher using rubric (Communication and Application).

Accommodations

Students with who have difficulty with written communication may choose to present their written work orally or choose alternate forms of writing for this activity.

Resources

Teachers should consult local Aboriginal communities and organizations for resources in addition to the print and electronic materials referenced in this document.

Print

Boldt, Menno. *Surviving as Indians: The Challenge of Self-Government*. Toronto: The University of Toronto Press, 1993.

Cassidy, Frank, ed. *Aboriginal Self-Determination*. Lantzville, BC: Oolichan Books, 1991.

Bird, John, L. Land, and M. MacAdam, eds. *Nation to Nation: Aboriginal Sovereignty and the Future of Canada*. Toronto: Irwin Publishing, 2002.

Fleras, Augie and Jean Leonard Elliot. *The Nations Within: Aboriginal State Relations in Canada, the United States, and New Zealand*. Toronto: Oxford University Press, 1996.

Léger, Marie, ed. *Aboriginal Peoples: Toward Self-Government*. Montreal, QC: Black Rose Books, 1994.

Magazines and Newspapers

Cultural Survival Quarterly. 215 Prospect St., Cambridge, MA, 02139 telephone: (617) 441-5400.

Maclean's (www.macleans.ca)

The Globe and Mail (www.theGlobeandMail.com)

The National Post (www.nationalpost.com)

The Toronto Star (www.thestar.com)

Audio-Visual

Indigenous 500. MLC, 1991. 30 min. (137-31-152)

Issues Update (from CHRO-TV). Toronto: MLC, 1992. 30 min. (137-31-166)

Native People and the Future (from CHRO-TV). Toronto: MLC, 1994. 30 min. (137-31-184)

Hanging On. Montreal: NFB, 1993. 11 min.

Keep the Circle Strong. Montreal: NFB, 1990. 28 min.

Pachamama. Montreal: NFB, 1991. 29 min.

My Macondo. Montreal: NFB, 1988. 50 min.

Five Centuries Later. Montreal: NFB, 1991. 53 min.

Yakonana: We Walk to the Future in the Footsteps of Our Ancestors (FilmWest Associates).

Multimedia

World Book Multimedia Encyclopedia, IBM, 1998.

Internet

Cultural Survival – <http://www.cs.org/main.htm>

Self-Determination in the Information Age – <http://hawaii-nation.org/sdinfooqe.html>

The World Wide Web Virtual Library: Indigenous Studies – <http://www.cwis.org/wwwvl/indigvl.html>

Organizations That Focus on Self-Determination– fpif.org/selfdetermination/experts/index.html

Foreign Policy in Focus – fpif.org/selfdetermination/index.html

FindArticles.com – <http://www.findarticles.com>

Google.com – <http://www.google.com>

Websites

The URLs for Websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

A Layperson's Guide to Delgamuukw – www.bctreaty.net/publications/layweb.html

Actions and Solutions: World Summit on Sustainable Development
– www.earthday.net/goals/worldsummit.stm

Aguinda v. Texaco, Jota v. Texaco – <http://www.texacorainforest.org>

Annotated Reading List (languages) – <http://collections.ic.gc.ca/afn/lngpg12.htm>

Center for World Indigenous Studies – www.cwis.org

Cofan Guardians of the Rainforest – www.cofan.org

Earth Island Journal – <http://earthisland.org/eijournal>

Endangered Languages Endangered Lives, Summer 2001 – www.cs.org/publications/CSQ/252/index.htm

Federation of Aboriginal and Torres Strait Islander Languages – www.fatsil.org

Forging a New Relationship: Proceedings of the Conference on the Report of the Royal Commission on Aboriginal Peoples. 1997 Ed. D.B. Smith. – www.arts.mcgill.ca

Foundation for Aboriginal and Islander Research Action – www.faira.org.au

Hawaiian Language, Literacy and Technology – <http://english.ohio-state.edu/people/lum.6/hl/main.html>

Hawaiian Language – <http://www.ncbe.gwu.edu/miscpubs/stabilize/additional/hawaiian.htm>

La Selva Ecotourist Lodges – <http://www.laselvajunglelodge.com>

New South Wales Department of Aboriginal Publications – www.daa.nsw.gov.au/daa/publications.html

Peru: A Country Study – <http://lcweb2.loc.gov/frd/cs/petoc.html>

Sacha Lodge – <http://www.sachalodge.com>

Sami Culture in a New Era (Introduction and resources)
– www.utexas.edu/courses/sami/papers/Gaski.pdf
Stabilizing Indigenous Languages – www.ncbe.gwu.edu
The Sami in Finland – <http://virtual.finland.fi/finfo/english/saameng.html>
The Best of Foreign Policy on Globalization – www.foreignpolicy.com
The Best of Foreign Policy – www.foreignpolicy.org
Toward Earth Summit 2002 – www.earthsummit2002.org/es/life/2002pdf._
UNESCO – www.unesco.org/education/hst
World Intellectual Property Organization (W.I.P.O.) – www.wipo.org

Video

“*Our Healing Journey.*” Chippewa of the Thames Education Office. (519) 289-0621

Activity 3: Maintenance and Sustenance of Culture, Languages and Traditions in a Context of Change

Time: 7 hours

Description

Students use their knowledge of indigenous world views to examine how these views influence participation in the new global economy. They investigate approaches to sustaining indigenous knowledge in a global context. Finally, students work in small groups to present one of these approaches, as it relates to culture and language or the environment, in preparation for a role-playing activity.

Strand(s) & Learning Expectations

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

Overall Expectations

CHV.01 - identify the common issues facing the world’s indigenous peoples;
CHV.02 - demonstrate an understanding of the factors that influence indigenous peoples’ participation in international affairs or the global economy;
CHV.03 - describe a variety of approaches that indigenous peoples are taking to preserve and maintain indigenous knowledge as it relates to such things as culture, language, and the environment.

Specific Expectations

ID1.03 - describe how indigenous peoples throughout the world have maintained the core principles of an indigenous world view or have lost their traditional ways;
CH1.01 - demonstrate an understanding of the global roles that indigenous peoples see for themselves;
CH1.02 - describe the strategies that indigenous peoples are using to sustain their cultures and languages, and to protect the environment;
CH1.03 - describe how indigenous peoples are using their cultural practices and traditional teachings when developing new strategies to cope with change.

Prior Knowledge & Skills

Students apply the core principles of indigenous world views developed in previous activities. Students should be able to describe the relationship between Aboriginal peoples in Canada and the majority society’s government prior to completion of this unit.

Planning Notes

Teachers should locate and review all materials prior to use in the classroom to ensure fundamental issues are addressed, to assist independent and group reading, and to guide class discussions.

Students require access to Internet, audio-visual equipment and print resources during the directed research portion of the activity.

The role-play activity is designed so that students learn by doing. Do not limit the roles to those provided in Appendix 2. Students may develop a new position through their readings that can be added to the list.

The teacher should prepare a sample overview of the roles to be modeled for the class as outlined in Teaching Strategies.

Teaching/Learning Strategies

Day One:

1. (60 minutes) Define *Globalization* and lead students in a brainstorming session about its characteristics. Select excerpts from globalization articles for small groups to read independently. Under the heading Global Economy small groups of students make a chart of the “buzz words” that appear in the articles. Students look up some of the buzz words on an Internet encyclopedia or website of your choice. Lead a class discussion on the various positions that arise (e.g., indigenous groups’ change from subsistence to market economy, capitalist, opponents of the free-market economy), positions that could be taken in the role-play activity to follow.
2. (10 minutes) Once students can identify global market values, they begin to consider how global economic and environmental practices are interrelated. For example, international human rights laws are being used to argue that both environmental devastation and indigenous language policies, resulting in language loss, are human rights violations. Students prepare a list of the arguments for and against this position to be discussed next class, e.g., sustaining core principles of indigenous world views including connection to the land, sustenance economies, and collective thinking as opposed to the emphasis on the individual.

Day Two:

3. (20 minutes) Using poetry as an introductory activity, the teacher assigns a poem for students to read in small groups or individually. A preselected word is highlighted and students come up with another word to replace it. For example, the use of the word “settled” versus another word in the following quotation taken from the *Aboriginal Peoples: Building for the Future* text: “Europeans settled all of those lands hundreds of years ago and dispossessed the original inhabitants (Quinlan p. 92)”. The teacher asks how the meaning of the description is changed if a word such as “exploited” is used?
4. (40 minutes) Review their arguments for and against the position that indigenous groups’ human rights have been violated. Students consider movements that oppose corporate globalization and consider the role of indigenous groups. Using the same articles, students re-read, highlight key information, make notes, and write down ideas as they occur while responding to the following prompts: What are human rights? What is anti-globalization? Is an alternative global society, based on common ownership of the world’s resources, a viable position to take? What are “market values”? How do they compare to the traditional values that support an indigenous world view? What are the connections between corporate globalization and indigenous sovereignty struggles? Students highlight the ideas that they missed the first time they read the articles. These notes will guide research for the role-playing activity.

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- (10 minutes) Introduce the roles to be played to conclude this activity. Roles are assigned to small groups by the teacher. Students begin to research their assigned roles (see Appendix 2). Each group prepares a short written statement outlining their role and position on the issue(s) of the environment and language retention. Students are reminded that careful word selection will strengthen the force of their position. All members of the group must agree on the statement. Their submission should be a strong statement that clearly defines the issue and includes an explanation of the facts and opinions. Each group member must locate and read two additional resources not provided by the teacher. A variety of sources must be submitted, e.g., Internet, personal account, newspaper, poem, novel, and historical account, as well as all rough notes.

Day Three:

- (10 minutes) Model overview of elders' role. (See Appendix 2)
- (60 minutes) Teacher-guided research. Are there other groups that would agree with you on a certain point? Are you trying to convince the others to agree with your point of view? (See Appendix 2)

Day Four:

- (70 minutes) Model overview of activist's role or the role of corporate business. Teacher-guided research continues. (See Appendix 2)

Day Five:

- (70 minutes) Introduce each group represented in the role play activity. After each group has presented the prepared statement, students begin the discussion and decision-making process, while playing their roles. The teacher may have to prompt discussion and decision-making (e.g., list the various alternatives, specify the pros and cons of each alternative, express as many of the advantages and disadvantages as possible, decide on a course of action).

Day Six:

- (70 minutes) Wrap-up: List some of the impediments students faced in their roles to improving the situation they were trying to solve. Students write a journal entry, explaining whether they personally agreed with the role they were playing. Were there any suggestions that they had that they could not voice while in character?

Assessment & Evaluation of Student Achievement

Formative Assessment

Day One: Teacher makes anecdotal comments on class-generated charts and discussions, with a focus on student use of their knowledge about indigenous world views, e.g., knowledge of facts, understanding of concepts.

Day Two: The teacher uses a checklist noting individual preparation for class discussions, e.g., analyse and interpret information, know how facts and opinions relate to the information presented, communicate thoughts clearly and persuasively to others during class discussions. Individual student notes, including a list of arguments regarding human rights violations, notes made from articles read, and additions of ideas missed after group discussions, are to be evaluated for completeness and evidence of critical thinking skills.

Day Three and Four: Teachers make anecdotal comments on guided research, e.g., making connections, generating ideas and information, following instructions, use of familiar concepts in new contexts.

Day Five: Teacher-developed rubric used for role-play group evaluations, e.g., in-class presentation and ability to discuss an issue; evidence of background reading to defend their group's position; correct use of terms and language, symbols or images; clear identification of their position.

Day Six: Teacher uses a checklist of assignments for submission, including additional group resources, a copy of a written statement of the group's position, all rough notes (including evidence of peer evaluation), and a final independent journal entry (including evidence of self-evaluation).

Accommodations

Depending on the articles available to teachers, students may require assistance identifying the point of view of the author. Assign small selections for students or groups to read with a group follow-up led by the teacher.

Groups who are having difficulty may require a format to follow when preparing their position on the issue, e.g., outline questions and answers, such as: Briefly state what you want to convince the other groups to believe. List the evidence or reasons why. Summarize position in one sentence.

For enrichment students could prepare an annotated bibliography in MLA format.

Resources

Globalization Articles

Choudry, A. "Bringing It All Back Home: Anti-globalization Activism Cannot Ignore Colonial Realities." *Canadian Dimension*, V.35 (5) (September 2001).

Grant, Agnes. *Our Bit of Truth: An Anthology of Canadian Native Literature*. Winnipeg: Pemmican Publications, Inc., 1990.

Micklethwait, J. and A. Wooldridge. "The Globalization Backlash." *Foreign Policy* (September 2001).

Moses, D. and T. Goldie, eds. *An Anthology of Canadian Native Literature*, 2nd ed. Don Mills, Ont.: Oxford University Press, 1998.

Putsche, L. "A reassessment of resource depletion, market dependency and culture change on a Shipibo Reserve in the Peruvian Amazon." *Human Ecology: An Interdisciplinary Journal*, V.28 (1) (March 2000).

The Best of Foreign Policy on Globalization – www.foreignpolicy.com

Appendix 1

Presentation and Research Criteria

Group Members

Your Topic: _____

1. Your presentation should provide the class with a clear sense of the indigenous populations' geographical location, e.g., a global map showing the indigenous groups' ancestral lands should be provided to each student in the class.
2. Your presentation must provide each class member with a short piece of writing from an indigenous person in your researched group. The piece of writing, e.g., written draft made from interviews and discussions, draft of speech given to a political body, oral transcripts from educational institutes devoted to the preservation and promotion of indigenous knowledge, should reveal the indigenous group's connection to the land as revealed through stories and mythology.
3. Some interpretation must accompany the writing selection provided to the class. The interpretation should seek to explain how the many levels of attachment and connection to the land (e.g., meets physical needs by providing game animals, meets spiritual needs through the identification of some areas as sacred space) can be recognized in the writing.
4. Your presentation must provide resource suggestions to other students who may wish to seek more in-depth information about the presented group.

KWL Chart for: Global Indigenous Peoples

K	What I Know about the topic	
W	What I Want to know about the topic	
L	What I Learned about the topic?)	

Appendix 2

Role Play Instructions to Students

You are a member of the United Nations' International Decade of the World's Indigenous Peoples (1995-2004) Committee on Languages and Environments. Your role at the inaugural meeting is to state your group's position and make recommendations to solve the problems facing indigenous peoples' languages and environments.

The Environmental Activists

Your major concerns are the detrimental effects globalization poses to the environment.

Review sources such as the following:

Aguinda v. Texaco, Jota v. Texaco – <http://www.texacorainforest.org>

Earth Island Journal – <http://earthisland.org/eijournal>

Cofan Guardians of the Rainforest – www.cofan.org

Toward Earth Summit 2002 – www.earthsummit2002.org/es/life/2002pdf

World Summit on Sustainable Development – www.earthday.net/goals/worldsummit.stm

Markels, A. "Texaco's crude legacy." *Mother Jones*, V. 24(3)(May 1999).

Maybury-Lewis, D and T. Macdonald (eds.) *Cultural Survival: Studies in Ethnicity and Change Series*. (Video) Boston: Allyn and Bacon.

National Political Leaders

Your mandate is to promote open trade and economic cooperation among nations by promoting international trade and investment. You will have to respond to charges that developing nations are often viewed as valuable only as a reservoir for raw materials. As well, consider your own history of colonial policies and practices. Review sources such as the following:

Myers, S. "If not reconciliation then what?" *Review of the Social Economy*, V. 58(3).

Godden, D. "The interaction of planning law and native title." *Environmental and Planning Law Journal*. V. 7(5) (October 2001).

Pires-O'Brien. "Indian Land Rights and Land Conflicts in Brazil: A critical essay." *Contemporary Review*. V. 275 (September 1999).

Ward, S. "Indian Education Policy and Politics 1972-1982." *Canadian Journal of Native Education*, V. 13(2) (1986).

Asian-Pacific Economic Cooperating Forum – www.apec.org

Appendix 2 (Continued)

Elders

You are members of a self-identifying people, from various indigenous groups sharing similar colonial histories and the bonds of traditional languages and culture. You must explain why your presence at this international conference is important. Review sources such as the following:

Thomson, B. "Beyond Ecotourism: Going Native." *Earth Island Journal*. V. 15(3)(Autumn, 2000).

Tidwell, T. "Uru life more than a tourist attraction." *Cultural Survival Quarterly*. (Fall, 2001).

La Selva Ecotourist Lodges – <http://www.laselvajunglelodge.com>

Sacha Lodge – <http://www.sachalodge.com>

Palmer, P. "Listening for the Reindeer's Heartbeat: An interview with Harald Gaski." *Winds of Change*, V. 13(2)(Spring, 1998): 14-24.

Sami Culture in a New Era (Introduction and resources) – www.utexas.edu/courses/sami/papers/Gaski.pdf

Federation of Aboriginal and Torres Strait Islander Languages – www.fatsil.org

Stabilizing Indigenous Languages – www.ncbe.gwu.edu

Endangered Languages Endangered Lives, Summer 2001 – www.cs.org/publications/CSQ/252/index.htm

The Sami in Finland – <http://virtual.finland.fi/finfo/english/saameng.html>

Annotated Reading List (languages) – <http://collections.ic.gc.ca/afn/lngpg12.htm>

Hawaiian Language, Literacy and Technology – <http://english.ohio-state.edu/people/lum.6/hl/main.html>

Hawaiian Language – <http://www.ncbe.gwu.edu/miscpubs/stabilize/additional/hawaiian.htm>

Corporate Business

Your major concerns are the costs associated with programs that aim to limit environmental damage.

Focus on the positive opportunities, e.g., the use of technology to spur powerful new forms of cross-border political awareness and the availability of environmentally beneficial products. Review resources such as the following:

CO2 Magazine – www.co2science.org

The American Petroleum Institute – www.api.org

The Heartland Institute – www.Heartland.org

Global Climate Coalition – www.globalclimate.org

Appendix 3

Independent Study Suggestions

1. What are the challenges faced by indigenous groups who pursue sustainable and ecologically sensitive economic development? Research and report on an indigenous group that is currently a “success” story in respect to harmonizing economic development and environment/cultural protection.
2. Investigate ideas and practices of an indigenous group in respect to health care. How are these “non-western” approaches to medicine informing current holistic approaches to treatment?
3. Research an ancient indigenous culture and describe its worldview and cultural accomplishments e.g., Maya.
4. Using one or two indigenous groups as examples, describe how their traditional life ways and teachings are relevant and necessary tools for those seeking to solve global challenges in the new millennium, e.g., growing disparity between rich and poor.
5. Discuss a contemporary conflict between an indigenous community or population and a national government, highlighting the perspectives and world views behind the conflict. Describe potential solutions to the conflict.
6. Describe ways that international organizations, e.g., Greenpeace Central America, are collaborating with indigenous groups and populations to pursue common goals.
7. Examine the economic impacts of legislation developed by national governments on indigenous populations, e.g., “Former Aboriginal Act” Ainu-Japan, 1989.
8. Using a case study approach, examine how different indigenous groups have successfully resisted cultural assimilation, e.g., Cubas (Panama), Hopis (United States) and discuss common strategies.
9. Research and describe the potential effects of global climate change on global indigenous peoples.
10. Research the historic and current status of certain indigenous peoples’ languages around the world.
11. Compare and contrast the degree to which different national governments have provided a legislative basis for indigenous self-determination. What factors account for the differences observed?
12. Examine and report on the supranational strategies being pursued by various indigenous organizations. Discuss ways the supranational strategies can have local impacts.
13. Investigate indigenous peoples’ activities in the United Nations, particularly their participation in the United Nations Working Group on Indigenous Populations.
14. Examine social indicators and demographic data for various global indigenous groups. What differences can be noted in the data from “developed” versus “Third World” countries?
15. Discuss ways that global indigenous groups are challenging national governments that make public policies without reference to moral norms promoted by the international community.