

CURRENT TOPICS IN FIRST NATIONS, MÉTIS AND INUIT STUDIES

Cluster 4: Indigenous Peoples of the World

Suggested Time Allotment for Cluster 4: 5%

Learning Experience 4.1: One World

Targeted Enduring Understandings

- Indigenous peoples share a traditional worldview of harmony and balance with nature, one another, and oneself.
- Indigenous peoples represent a diversity of cultures, each expressed in a unique way.
- Understanding and respect for Indigenous peoples begin with knowledge of their pasts.
- Current issues are really unresolved historical issues.
- Indigenous peoples want to be recognized for their contributions to society and to share in its successes.

Essential Questions:

Big Question:

Why is the preservation of indigenous cultures vital?

Focus Questions:

1. What are the traditions and contemporary issues that connect indigenous peoples world-wide?
2. Who are the indigenous peoples of the Earth?
3. What are the challenges and achievements of world indigenous populations?
4. How are world indigenous issues addressed?

Background

There are over 5,000 indigenous populations around the globe. Over 300 million indigenous people live in 70 countries around the world. Many share a legacy of colonialism with the First Nations, Métis and Inuit of Canada. As with Canadian indigenous peoples, this legacy includes poverty, ill-health, loss of culture and language, justice issues, loss of traditional lands, environmental issues, a struggle to regain self-determination and marginalization within the mainstream culture.

Global indigenous populations also share common cultural characteristics including a spiritual connection to the land, oral traditions, an emphasis on community rather than the individual, ties of extended family and respect for cultural diversity.

Today, efforts to meet the challenges facing indigenous peoples are coordinated internationally through the United Nations and other agencies and organizations.

Indigenous peoples have occupied their traditional territories since a time predating the societies established by colonizing powers. Typically, indigenous peoples within colonial societies are engaged in a struggle to preserve their culture, language, traditions, and institutions.

Winter Counts

Winter counts were a traditional form of record keeping practised by some prairie Nations including the Piikani (Peigan), the Siksika (Blackfoot) and the Dakota (Sioux). A winter count consisted of a single image, typically painted on hide, which represented a significant, memorable or widely known event that had occurred over the course of a year. Winter counts were supplemented by more extensive oral histories. The image on hide was intended as a mnemonic device (recall aid) to trigger the memory of the record keeper.

This “count” is intended as background information. It includes some of the major events relevant to the focus of this LE. Many of these events are explored in subsequent clusters. Like a winter count, this list does not include every event of significance that could be listed. Teachers may choose to share and discuss the list with students as an activating strategy.

In the acquiring and applying strategies that follow, students are asked to research and create a winter count representing an issue explored in this LE.

The following events are significant to the history as well as to the future of economy and resources for First Nations, Métis and Inuit peoples:

- Era of colonialism and imperialism 16th—21st century
- World Council of Indigenous Peoples formed 1974
- Declaration of the Rights of Indigenous Peoples 2007

How to select content for this LE:

Teachers may select content for this LE from the above list, or may begin with a current issue or event.

Based upon students’ prior knowledge, interests and needs, as well as available resources and time, the learning experience may be approached in a variety of ways:

- *the entire class may focus on a study of the same development or event;*
- *groups of students may engage in a study of the same event, either student-selected or as assigned by the teacher;*
- *individual students may conduct inquiry on a particular event or development;*
- *small groups may study a selected topic and share their learning in the context of a cooperative project.*

Glossary:

Appendix E – Glossary defines many of the terms integral to the understanding of current topics in First Nations, Métis and Inuit studies. Language and terminology are important elements when studying the histories, cultures and issues facing First Nations, Métis and Inuit peoples. See SFAL 6.31 – 6.36 for vocabulary strategies.

Upon completion of this LE, students will have encountered many or all of the following terms:

- ethnocentrism
- Fourth World
- globalization
- imperialism
- Indigenous Knowledge (IK)
- indigenous rights

Notes regarding assessment:

A variety of assessment strategies should be integrated throughout the learning experience, including assessment *as* learning, assessment *for* learning, and assessment *of* learning. The applying phase of the learning experience includes suggested strategies for assessment *of* learning. **These suggested assessment strategies are indicated in bold and with the ✓ symbol.**

Suggested Activating and Assessment Strategies

Select one or more of the following suggested strategies to assess students' prior knowledge, to identify gaps or misconceptions, and to make lesson-planning decisions. Activating strategies allow students to generate questions to guide and motivate inquiry.

1. Students brainstorm the meaning of the word "indigenous" and create a chart of indigenous peoples around the world. **Note:** *Students may refer to indigenous peoples of Africa, North and South America, Australia and/or New Zealand. Students may not realize that indigenous peoples are also found in Europe e.g. Saami and Basque peoples and Japan (Ainu).*
2. With a partner, students read BLM 4.1.1 "Dene Declaration" and discuss which parts are true for the Dene and which parts are true for all indigenous people. Students complete a reflection journal entry. **Note:** *Copyright clearance for this BLM has not yet been obtained. The source of the BLM is referenced at the end of this Learning Experience under Suggested Resources.*
3. Students view a video such as *Rabbit Proof Fence* or *Sharing the Wisdom* and complete BLM G.7 "B-D-A Viewing Worksheet" with a focus on the issues facing indigenous peoples in counties outside Turtle Island. Students add their worksheets to their portfolios and complete a reflection journal entry.
4. Using Think, Pair, Share, students discuss the difference between living an "indigenous culture" and a "mainstream society" lifestyle. Students create a Venn diagram with their results and add the diagram to their portfolios.
5. Students read BLM 4.1.2 "United Nations Declaration of the Rights of Indigenous Peoples" and discuss its relevance to First Nations, Métis and Inuit peoples of Canada. Students complete a reflection journal entry. **Notes:** *Copyright clearance for this BLM has not yet been obtained. The source of the BLM is referenced at the end of this Learning Experience under Suggested Resources. See Acquiring No. 5 and Applying No. 4.*

Suggested Acquiring and Assessment Strategies

Select one or more of the following suggested strategies to engage students in inquiry, using primary and secondary sources, and to assess their research skills.

1. Students listen to an indigenous person from a culture outside of Turtle Island who has been invited to the class to discuss his or her culture and homeland. Prior to the visit, students prepare questions. Students record new information in their learning logs and complete a reflection journal entry.
2. Students listen to a speaker from one of the agencies in their community that support new immigrants who has been invited to the class to discuss the obstacles and solutions that new immigrants encounter. Students record the obstacles and solutions in their learning logs. **Note:** See Applying No. 1 and 2 for follow-up strategies.
3. Using print, electronic, audio-visual and human resources, students compare the culture and traditions of an indigenous people from outside Turtle Island to those of a First

Nations, Métis or Inuit culture of Canada. Students create a comparison chart of the cultures and record their findings in their learning logs.

4. Using a jigsaw and print, electronic, audio-visual and human resources, students choose and research one of the following topics:
 - The objectives and activities of organizations that support indigenous peoples around the world and compile a list of urgent issues such as habitat destruction, loss of culture, economic exploitation, health and Indigenous Knowledge.
 - The histories, cultures and contributions of global mixed-blood populations and their issues of identity and compare those issues to that of the Métis in Canada. **Note:** *Examples of mixed-blood populations include the Creole people of the USA, the Coloured people of South Africa and the Metizo people of South and Central America, Mexico and the Caribbean, Anglo-Indian people of India.*
 - The ties between Canadian and global indigenous peoples and organizations such as the United Nations, the Inuit Circumpolar Council and the World Health Organization. Students record their findings in their learning logs. **Note:** *Examples include the 1991 involvement of the United Nations Commission on Human Rights in the issue of the rights of Cree peoples in a separate Quebec and efforts to preserve the Inuit language through the activities and resolutions of the Inuit Circumpolar Council.*
 - The former policy of apartheid in South Africa as an instrument of colonization.
 - The history and practices of Western (European) medicine or non-Western Medicine (Australian Aboriginal, East Indian, Chinese, etc.).Students record their findings in their learning logs. **Note:** *See Applying No. 1, 2 and 3 for follow-up strategies.*
5. Using print and electronic resources, students conduct an inquiry into Canada's refusal to endorse the United Nations Declaration of the Rights of Indigenous Peoples. Students record their findings in their learning logs and complete a reflection journal entry. **Notes:** *Canada was one of four nations that opposed the Declaration. The United States, Australia and New Zealand also opposed the Declaration. See Applying No. 4 for a follow-up strategy.*

Recurring, Long Term Acquiring Strategies:

Note: *The following strategies recur in every Learning Experience.*

6. **Biographies:** Students use print and electronic resources to research an historic Métis figure. Students may choose one of: Rigoberta Menchutum, Ted Moses, Sheila Watts-Cloutier or an important indigenous individual of the student's choice (in consultation with the teacher). Students record their findings in their learning logs. **Note:** *See Applying No. 5 for follow-up strategy.*
7. **Media:** Students collect articles, features, etc. from a wide variety of media sources on topics concerning Indigenous peoples of the world for research and/or display in the classroom or school. **Note:** *See BLM G.1 "Media Scrapbook Analysis Outline".*
8. **Winter Counts:** Students use print and electronic resources to research one event significant to this LE and record their findings in their learning logs. **Note:** *See Applying No. 9 for a follow-up strategy.*

Suggested Applying and Assessment Strategies

Select one or more of the following suggested strategies to allow students to apply and reflect on their learning, and to assess their knowledge and skills.

1. Students plan, design and create a display focusing on indigenous issues that might be displayed at the new Human Rights Museum to be located at the Forks in Winnipeg. **Students present their display to their class and/or school in a gallery walk.** ✓ Students at a visual representation of their display to their portfolios.
2. Students choose a global indigenous issue and develop a campaign to create awareness and to promote activism within the school or wider community. The campaign might include posters, letter writing, guest speakers, media coverage, fund raising, special events or website creation. **Students present their campaign strategies and**

- outcomes to their class.** ✓ Students add their work and their presentations to their portfolios.
- Students compare apartheid as a form of colonization to the Indian Act of Canada.
Students present their comparison of the two forms of colonization as a role play between two indigenous people who have survived colonization. ✓ Students add their work to their portfolios.
 - Students draft a letter urging the Prime Minister of Canada to sign the United Nations Declaration of the Rights of Indigenous Peoples.** ✓ Students add their letter to their portfolios.

Recurring, Long Term Applying Strategies:

Note: *The following strategies recur in every Learning Experience.*

- Biographies:** Students present their research information from **Acquiring No. 6 in a format of their choice, such as written biography, speech, PowerPoint presentation, graphic art, poem, song, etc.** ✓ Students add their presentations to their portfolios.
- Celebration of Learning: Note:** *Teachers may wish to make the Cluster 5 Celebration of Learning projects a recurring, long-term strategy. In order to maximize project presentation time in Cluster 5, teachers may wish to dedicate student time to complete the activating and acquiring stages before beginning Cluster 5. Celebration of Learning will appear as a strategy under both Activating and Acquiring in Clusters 2, 3, and 4. See L.E. 5.1 "Celebration of Learning and BLM 5.1.1 "Suggested Final Project Options: Celebration of Learning".*
- Service Learning:** Students are engaged in one of four stages of a service learning project: preparing, planning, putting into action or reviewing, reflecting and demonstrating. **Notes:** *See TN 2 "Service Learning" and BLMs G.3 "Choosing a Service Learning Project", G.4 "Making It Happen", and G.5. "Reflecting on Our Service Learning". Copyright clearance for these BLMs has not yet been obtained. The source for TN 2 and the BLMs is referenced at the end of this Learning Experience under Suggested Resources.*
- Talking Circle:** Students discuss the statement, **"There is only one race—the human race."** ✓ Students complete a reflection journal entry.
- Winter Counts:** Students create a winter count (a symbolic, pictorial representation) of the event researched in **Acquiring No. 8 including an explanation of the event and why they chose it.** ✓ Students add the winter count to their portfolios.

Suggested Resources:

Activating No. 2

- **Dene Declaration.** <http://www.denenation.com/denedec.html>

Activating No. 3

- **Rabbit Proof Fence.** Sampi, Everlyn et al. Noyce, Phillip: Director. Alliance Atlantis, 2002.
At a time when it was Australian government policy to train aboriginal children as domestic workers and integrate them into white society, young Molly Craig decides to lead her little sister and cousin in a daring escape from their internment camp! Molly and the girls, part of what would become known as Australia's "Stolen Generations", must then elude the authorities on a dangerous, 1,500-mile adventure along the rabbit-proof fence that bisects the continent and will lead them home! As shown by this outstanding motion picture, their universally touching plight and unparalleled courage are a beautiful testament to the undying strength of the human spirit! PG. – Container.
- **Sharing the wisdom.** Baran, Phillipa et al. BOMI Videotape Productions Ltd., Baran & Baran and Kineticvideo.com, Toronto, Ontario, 2004.
Series addresses various Aboriginal issues and ideas through interviews and short dramatizations, specifically focusing on Aboriginal youth. This program follows a young

Canadian Aboriginal as she travels through Porta Vila, Vanuatu. It examines commonalities between indigenous people around the globe, and explains how indigenous groups can share their culture and wisdom with each other and with the world. Grades 5-12, professional development. IRU #D-10986

Activating No. 5

- **United Nations Declaration on the Rights of Indigenous People.**
<http://www.un.org/esa/socdev/unpfii/en/drip.html>

Applying No. 7

- **Our Words, Our Ways: Teaching First Nations, Métis and Inuit Learners.** Alberta Education. Aboriginal Services Branch and Learning and Teaching Resources Branch, Alberta Education, 2005, Chapter 5 Page 104 – 109, Appendix 18: "Choosing a Service Learning Project", Appendix 19: "Making It Happen", and Appendix 20: "Reflecting on Our Service Learning." ISBN 0-7785-4313-7
http://www.education.gov.ab.ca/k_12/curriculum/OurWords.asp

General Resources

- **Reclaiming Indigenous Voice and Vision.** Battiste, Marie, Ed. UBC Press, 2000. ISBN 0-7748-0746-6