

Catholic 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 Design

The course is structured around five units. In Unit 1, students locate Indigenous peoples worldwide and examine their common world views. From this foundation, the course broadens its scope and analyses relations internationally between nations and organizations representing them. Students then examine particular challenges to Indigenous peoples worldwide and their various responses. Subsequently, students 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 the four strands (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 to participate in an informed discussion on the development of common global issues.

How This Course Supports the Ontario Catholic School Graduate Expectations

Given that this course provides the opportunity to reflect on the diversity of Indigenous peoples and issues affecting Indigenous nations and national governments throughout the world, students become aware that justice seeks to establish in human relationships a harmony that promotes equity with regard to persons as well as the common good. Catholic social teachings aim at transforming the structures that contribute to oppression and marginality while, at the same time, establishing and supporting the structures that enhance human dignity. We are interdependent. The whole of society suffers when one of its components is excluded, marginalized, or exploited. In short, what happens to one happens to all. By identifying the underlying causes of specific conflicts, students understand this interdependence of the peoples of the world and the urgent necessity to create and nurture a just global society.

Course Notes

Given the cultural topics and issues applied in this course, teachers will find it necessary to reach beyond the usual sources in preparation for instruction.

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 and the material to be examined in this course and to develop activities that pay heed to this sensitivity. Issues such as human rights, complex land claims, environmental/social issues, legacies of colonial policies and practices, poverty, resource exploitation, land speculation, corporate challenges, World Bank-sponsored initiatives, Church-sponsored programs, cultural renewal initiatives, complex court proceedings, aspects of international laws, and government policies, could be investigated in case studies and through class discussions. Aboriginal peoples' world views, and their leaders' and communities' responses to particular issues, need to be analysed with detail and empathy. Teachers should stress respect for conflicting views on complex issues so that points of view can be debated, discussed, and understood.

Units: Titles and Time

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 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, ID1.01, 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, SO1.01, SO1.02, IDV.05	- written response - small-group discussion Knowledge/Understanding Thinking/Inquiry Application	Expression 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 cultures, 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. Through the production of a report, students demonstrate 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 between different Indigenous peoples and their national governments and to extend the comparison to a Canadian context. This unit examines issues of empowerment and common good where human dignity seeks to reaffirm itself. Students examine the nature and function of international organizations, documents such as the Draft Declaration on the Rights of Indigenous Peoples, and the relationship between First Nations and their national government; students become aware of our interdependence, the destructive nature of exploitation, and the necessity for cooperation and human rights.

Unit Overview Chart

Activity	Learning Expectations	Assessment	Focus
1 6 hours	IDV.01, ID2.01, IDV.02, ID2.02, ID2.04, REV.04, ID2.05, RE2.06 CGE1d, 7g	- 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, RE2.02, SOV.04, SO2.06, CH2.01, REV.01 CGE1d, 7f, 7g	- oral presentation Thinking/Inquiry	Collaboration on common issues and events in international forum - analysis of history, achievements, roles, and responsibilities of a permanent international organization involving Indigenous peoples
3 7 hours	REV.02, RE2.03, REV.03, RE2.04, SO2.01, SO2.03 CGE3b, 3f, 7f	- 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. Through examples and analysis, students identify solutions that allow Indigenous peoples to exercise their autonomy, and how they have acted to protect their rights. The analysis leads 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
2 7 hours	SOV.02, SO2.02, SOV.03, SO2.04, SO2.05	- multimedia presentation or product Knowledge/Understanding Thinking/Inquiry Communication Application	Protection of rights to autonomy and self-government - examination of rights and analysis of self-government
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

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 unite 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	Lobby efforts to maintain and preserve culture, language, and environment through international forum - 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 are decided through collaboration between student and teacher. Students must focus their inquiry 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 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.

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 - seminars	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	- case study - public relations kit - multimedia presentations and products	Indigenous and International Relations - the independent study process
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

* Students choose to do Activity 1, 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 previous social science courses while helping them explore and gain an understanding of current social issues affecting Indigenous peoples on a global scale. Students use appropriate theories of analysis in preparing an independent study in which they speculate on present and future directions for the global issues discussed throughout the course.

Students have opportunities 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 nature of the Native Studies discipline calls for a variety of strategies for learning. The acquisition of knowledge and skills described in the expectations are demonstrated through quizzes, independent reading, lecture, debate, participation in class discussion, analysis, and the final independent study project. The final project may take various forms, such as seminars, public relations kits, multimedia products and presentations, and case studies.

The Native Studies curriculum has been designed to engage students in reflective learning and to help them develop critical and analytical thinking skills. Teaching strategies should be devised that are consistent with these aims. 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 incorporate local community resources where possible and should be geared to the university/college designation.

Students build on previous learning, integrate related knowledge, and apply learning skills from across subject areas. Teachers should schedule regular reviews of student progress to ensure a smooth transition to postsecondary Native Studies programs and other related disciplines.

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 Achievement Chart categories of Knowledge/Understanding, Thinking/Inquiry, Communication, and Application, as outlined in *The Ontario Curriculum, Grades 11 and 12, Native Studies*.

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 techniques may include:

- tests and quizzes of various types – multiple-choice, true/false, matching, fill-in-the-blanks, and short answer;
- longer written assessments – essays and research papers;
- daily journals and workbooks;
- presentational assessments – in-class responses, debates, dramatizations, and seminars;
- creation of media works;
- student/teacher conferences.

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. Reporting of achievement may include checklists, graphs, anecdotal comments, rubrics, grades, and marks. Where appropriate, teachers and students should co-design assessment schemes to clarify expectations and enhance learning. Both teachers and students must receive feedback to improve their teaching and learning, respectively.

The suggested assessment techniques reflect techniques outlined in the Achievement Chart. Seventy percent of the final grade is based on course work and 30% is based on a summative assessment of the culminating unit. The overall purpose of this final assessment is to ensure that students can make connections among concepts and issues discussed in the course, new information obtained through independent inquiry, and their personal experiences.

Accommodations

The course provides opportunities for making adaptations for exceptional students by focusing on the development of the independent study. During this period, teachers may assist identified students and others who need help, while asking gifted students to develop a critique or defence of research methodologies.

Articles identified for independent-reading activities have been selected with the university/college destination in mind. Given the scarcity of brief overview articles for this course, teachers should be prepared to assist students with the readings. Adjustments to the activities should be made to meet individual student needs and local access to resources. Teaching/Learning strategies accompany each activity.

Teachers should consult individual students' IEPs for specific direction on accommodation for individuals.

Resources

Teachers are advised to review the contents of resources before introducing them to the classroom. This practice is especially important for electronic resources. Teachers should also assist students in assessing the validity and integrity of materials. Teachers review with students the terms and conditions of student access to the Internet and appropriate Internet use in the classroom. Teachers should 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 suggested print and electronic materials. The following resources are useful to teachers in developing an approach to the entire course. Specific resources are listed in each activity.

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

Aboriginal Rights Coalition. *Blind Spots: An Examination of the Federal Government's Response to the Report of the Royal Commission on Aboriginal Peoples*. Ottawa: Aboriginal Rights Coalition, 2001. ISBN 0-9694610-4-6

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: Douglas & McIntyre, 1991.

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

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

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.

Brizinski, Peggy. *Knots in a String: An Introduction to Native Studies in Canada, 2nd ed.* University of Saskatchewan: University Extension Press, 1993.

Burger, Julian. *Report from the Frontier: The State of the World's Indigenous Peoples*. New Jersey, NY: Zed Books, 1987.

Burger, Julian. *The Gaia Atlas of First Peoples – A Future for the Indigenous World*. London: Anchor Books, 1990. (Available at www.amazon.com in used books section.)

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.

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.

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).

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- Churchill, Ward. *Struggle for the Land*. Winnipeg: Arbeiter Ring, 1999.
- Does Globalization Help the Poor? A Special Report by the International Forum on Globalization*. San Francisco: International Forum on Globalization, August 2001.
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- Englstat, Diane and John Bird, eds. *Nation to Nation: Aboriginal Sovereignty and the Future of Canada*. Concord, ON: House of Anansi Press, 1992.
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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.
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Audio-Visual

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

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

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

Our Healing Journey. Chippewa of the Thames Education Office.

"The Aymara: A Case Study of Social Stratification," *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 Highland Maya: A Case Study in Economic Anthropology,” *Faces of Culture Series*. Toronto: MLC, 1983. 30 min.

The Tightrope of Power: Millennium Tribal Wisdom and the Modern World Series. Toronto: MLC, 1992, 60 min. (T12-31-010)

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).

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

“Cultural Sovereignty/Shaping Information,” *Media and Society Video Package*. Montreal: NFB, 1989, 95 min.

A Place Called Chiapas. Montreal: NFB, 1998, 93 min.

Blockade: Algonquins Defend the Forest. NFB, 1997, 27 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.

“Flooding Job’s Garden,” *As Long As the Rivers Flow* series. NFB, 1995, 59 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 Arctic: Our Common Responsibility. NFB, 1991, 27 min.

The Tribal Mind. Montreal: NFB, 1994, 51 min.

“Time Immemorial,” *As Long As the Rivers Flow* series. NFB, 1995, 59 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 Law and Legislation – www.bloorstreet.com/300block/ablawleg.htm

Aboriginal Rights Coalition – www.aboriginalrightscoalition.ca

Aboriginal Studies WWW Virtual Library – www.ciolek.com/wwwvl-aboriginal.html

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

Aguinda v. Texaco, Jota v. Texaco – www.texacorainforest.org

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

Amazon Watch – www.amazonwatch.org
Annotated Reading List (languages) – <http://collections.ic.gc.ca/afn/lnpgp12.htm>
Assembly of First Nations – www.afn.ca
Australia – www.academicinfo.net, www.aad.wa.gov.au
The Best of Foreign Policy on Globalization – www.foreignpolicy.com
Center for World Indigenous Studies – www.cwis.org
Cofan Guardians of the Rainforest – www.cofan.org
Cultural Survival – www.cs.org/main.htm
Cultural Survival Publications Department – www.cs.org
Earth Island Journal – <http://earthisland.org/eijournal>
Endangered Languages, Endangered Lives, Cultural Survival, Summer 2001 – www.cs.org
Evolving New International Laws from the Fourth World: The Covenant on the Rights of Indigenous Nations – www.cwis.org/ieicrinsum.html
Federation of Aboriginal and Torres Strait Islander Languages – www.fatsil.org
First Peoples on SchoolNet – <http://schoolnet.ca/aboriginal/elders-e.html>
Foreign Policy in Focus – fpif.org/selfdetermination/index.html
Forging a New Relationship: Proceedings of the Conference on the Report of the Royal Commission on Aboriginal Peoples, 1997 (D.B. Smith, ed.) – www.arts.mcgill.ca
The Forum for Friends of Peoples Close to Nature – www.fpcn-global.org
Foundation for Aboriginal and Islander Research Action – www.faira.org.au
Fray Bartolomé Human Rights Center Press Bulletin – www.globalexchange.org, www.sjsocial.org
Hawaiian Language – www.ncbe.gwu.edu/miscpubs/stabilize/additional/hawaiian.htm
Hawaiian Language, Literacy and Technology – <http://english.ohio-state.edu/people/lum.6/hl/main.html>
The Indigenous Environmental Network – www.ienearth.org
Indigenous Peoples' Secretariat (IPS) – www.arcticpeoples.org
The International Covenant on the Rights of Indigenous national – www.cwis.org/icrin-94.html
International Forum on Globalization – www.ifg.org
The International Indian Treaty Council – www.treatycouncil.org
The International Labour Organization – www.ilo.org/public/english/employment/ent/coop/indisco.htm
Kairos: CEJI (Canadian Ecumenical Justice Initiatives) brings together 10 formerly independent ecumenical social justice organisations including Aboriginal Rights Coalition – www.kairoscanada.org
L' Auravetl, an Indigenous Information Center – www.indigenous.ru
La Selva Ecotourist Lodges – www.laselvajunglelodge.com
Las Abejas – www.criscenzo.com/mtavant/chiapas5.html
Las Abejas Civil Society – www.jaguar-sun.com, www.eco.utexas.edu, www.criscenzo.com/jaguar/chiapas.html
Latin American Indigenous Organization – www.bloorstreet.com
A Layperson's Guide to Delgamuukw – www.bctreaty.net/publications/layweb.html
Minority Rights Group International – www.minorityrights.org
NativeWeb – www.nativeweb.org/
The New Internationalist: back issue magazines examine many issues including institutions such as the IMF, the World Bank, and the United Nations – www.newint.org
New South Wales Department of Aboriginal Publications – www.daa.nsw.gov.au/daa/publications.html
Organizations That Focus on Self-Determination – fpif.org/selfdetermination/experts/index.html

Peru: A Country Study – <http://lcweb2.loc.gov/frd/cs/petoc.html>
Sacha Lodge – www.sachalodge.com
Sami Culture in a New Era (Introduction and resources) –
www.utexas.edu/courses/sami/papers/Gaski.pdf
The Sami in Finland – <http://virtual.finland.fi/finfo/english/saameng.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>
Stabilizing Indigenous Languages – www.ncbe.gwu.edu
Storytelling: A Unit of Study – www.galileo.org/tips/storytelling/storyunit.html
Terralingua – www.terralingua.org
Toward Earth Summit 2002 – www.earthsummit2002.org/es/life/2002pdf
UNESCO – www.unesco.org/education/hst
United Nations – www.unchr.ch/html/menu6/2/fs9.html
United Nations High Commissioner For Human Rights – www.unhchr.ch/html/menu2/ind_main.htm
United States Bureau of Indian Affairs – www.doi.gov
World Intellectual Property Organization (W.I.P.O.) – www.wipo.org
The World Wide Web Virtual Library: Indigenous Studies – www.cwis.org/wwwvl/indig-vl.html

Magazines

Canadian Geographic, V. 21(1) (January 2001): p. 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 from 215 Prospect St., Cambridge, MA, 02139, telephone: (617) 441-5400.

OSS Considerations

Policy considerations that impact the delivery of this course include the university/college 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, affirm the worth of all students, and help 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.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 2: Relationships

Time: 20 hours

Unit Description

Students focus on Indigenous peoples in an international context. Through the production of a report, students demonstrate 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 between different Indigenous peoples and their national governments and extend the comparison to the Canadian context. This unit examines issues of empowerment and common good where human dignity seeks to affirm itself. Students examine the nature and function of international organizations, documents such as the Draft Declaration on the Rights of Indigenous Peoples, and the relationship between First Nations and their national government; students become aware of our interdependence, the destructive nature of exploitation, and the necessity for cooperation and human rights.

Unit Synopsis Chart

Activity	Learning Expectations	Assessment Categories	Tasks
1 A Question of Identity... 6 hours	IDV.01, ID2.01, IDV.02, ID2.02, ID2.04, ID2.05, REV.04, RE2.06 CGE1d, 7g	Knowledge/Understanding Communication Application	<ul style="list-style-type: none">• read and respond to articles• write a report• transfer data onto a map
2 Collaboration in International Forum 7 hours	REV.01, RE2.01, RE2.02, SOV.01, SO2.06, SOV.04, CHV.01, CH2.01 CGE1d, 7g	Knowledge/Understanding Thinking/Inquiry Communication	<ul style="list-style-type: none">• research• oral presentations• presentation of report based on research
3 Common Ground? The Relationship Between Indigenous Groups and National Government 7 hours	REV.02, RE2.03, REV.03, RE2.04, SO2.01, SO2.03 CGE3b, 3f, 7f	Knowledge/Understanding Thinking/Inquiry Communication Application	<ul style="list-style-type: none">• research• analysis of case studies• preparation of a board display• critical analysis essay

Activity 1: A Question of Identity...

Time: 6 hours

Description

Students focus on the array of terms relating to Indigenous peoples. Different definitions are provided in order to reflect on the diversity of viewpoints. Through map work, students identify the location of various Indigenous peoples around the globe to gain a better understanding of where Indigenous peoples live. Because the definition of identity is complex, students are encouraged to reflect on this multi-layered concept through examination of a number of global case studies; after discussion, analysis of facts, and reflection, students produce a report. This summative report focuses on national and international reactions to the continuing struggle of the Indigenous people of Chiapas. By underscoring the pluralism of our global society, this activity encourages attitudes and values founded on Catholic social teachings.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

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;

REV.04 - demonstrate an understanding of the distinction between the terms indigenous people and indigenous populations.

Specific Expectations

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);

ID2.04 - 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 people's efforts to identify themselves as distinct peoples within the global community;

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. 1 (1994), pp. 40-47).

Prior Knowledge & Skills

This activity expands on the terms used to define Indigenous peoples, which were introduced in Unit 1; students critically evaluate a variety of definitions and ideas. An ability to think in the abstract and an ability to identify key issues are essential skills. Proper style for social science reports is needed and, where necessary, reviewed.

Planning Notes

The teacher:

- ensures that resources, such as world atlases, computers, and pertinent videos, are available and have been reviewed for suitability;
- ensures social science skills, such as mapping and proper style for reports, are reviewed if necessary;
- provides ample opportunity for regular discussion to encourage an exchange of ideas because of the complexity of the subject matter;
- asks that all students bring colour pencils to class for map work;
- may invite an elder or Aboriginal speaker to present a more specific viewpoint on identity.

Teaching/Learning Strategies

The teacher:	Students:
<ul style="list-style-type: none"> • brainstorms on the terms relating to Indigenous peoples, reviewing definitions from Unit 1 	<ul style="list-style-type: none"> • participate in the brainstorming activity
<ul style="list-style-type: none"> • presents a definition of <i>Indigenous peoples</i> as stated by The United Nations and the International Labor Organization (refer to the Indigenous and Tribal Peoples website) 	<ul style="list-style-type: none"> • take notes
<ul style="list-style-type: none"> • presents the difficulty in achieving a definition of <i>Indigenous peoples</i>, <i>Indigenous people</i>, <i>Indigenous population</i>, and <i>nation</i> in an international context, when political, national, and economic agendas are at the fore (refer to explanations as offered in such books as Venne's <i>Our Elders Understand Our Rights</i>, pp. 71-96) 	<ul style="list-style-type: none"> • take notes and participate in the discussion
<ul style="list-style-type: none"> • using an overhead of a blank world map divided into continents or regions, assigns one continent or region to a small group; Indigenous peoples, such as the Inuit of the Arctic, Mayans of central and South America, Maasai of Kenya, Karen of Thailand, and Maori of New Zealand, must be included (<i>The Gaia Atlas of Indigenous Peoples</i> can be used) 	<ul style="list-style-type: none"> • transfer overhead information to maps • in small groups, identify the Indigenous nations found in the assigned region or continent • using the overhead, each group presents its findings, being specific about country location and demographics • add the demographic information and locations of Indigenous nations from other presentations to their template
<ul style="list-style-type: none"> • provides discussion points on the meaning of <i>identity</i> by referring to such resources as Taiaiake Alfred's <i>Peace, Power and Righteousness</i>, pp. 110-113 	
<ul style="list-style-type: none"> • invites a speaker to present a more insightful and relevant viewpoint on identity 	<ul style="list-style-type: none"> • participate by listening to presentation and asking questions
<ul style="list-style-type: none"> • mediates a discussion with the class 	<ul style="list-style-type: none"> • participate by submitting ideas, thoughts, and understanding based on discussion points

The teacher:	Students:
<ul style="list-style-type: none"> selects a number of case studies, which could include the Zapatista National Liberation Army (EZLN) of Chiapas (Mexico), the Assembly of First Nations (AFN) (Canada), and FAIRA (Foundation for Aboriginal and Islander Research Action), and distributes an article on each organization outlining its contribution to the identity of the nation it represents 	<ul style="list-style-type: none"> read material and ask for clarification when necessary
<ul style="list-style-type: none"> briefly explains the difference in reactions at a national and at an international level (national reaction could be more antagonistic because of various internal tensions; international reaction could be more favourable because of the action of various international non-governmental organizations [NGOs]) to an Indigenous nation's efforts to identify themselves as distinct peoples within the global community; the ramifications of such recognition at the national level are stressed 	<ul style="list-style-type: none"> participate by asking questions, clarifying, and sharing ideas
<ul style="list-style-type: none"> shows documentary <i>A Place Called Chiapas</i> and provides students with a copy of Bishop Ruiz's letter to the bishops and information on the EZLN Caravan to Mexico City in 2001. 	<ul style="list-style-type: none"> assess the national and international reactions to the EZLN using the provided materials (Appendix 2.1a). A brief report is completed and submitted for summative evaluation.

Assessment & Evaluation of Student Achievement

Purpose	User	Tool	Task	Assessment Categories
Formative	Teacher/student	Checklist	Discussion	Thinking/Inquiry Communication
Summative	Teacher	Rubric	Report	Knowledge/Understanding Thinking/Inquiry Communication Application

Accommodations

- Provide advance organizers to structure the content of notes and reports.
- Provide extra time on assignment and for processing.

Resources

Print

Aboriginal Rights Coalition. *Blind Spots: An examination of the Federal Government's Response to the Report of the Royal Commission on Aboriginal Peoples*. Ottawa: Aboriginal Rights Coalition, 2001. ISBN 0-9694610-4-6

Burger, Julian. *The Gaia Atlas of First Peoples – A Future for the Indigenous World*. London: Anchor Books, 1990. ISBN 0-385-2653-7

Matthews, G. and R. Morrow. *Canada and the World, An Atlas Resource*. Toronto: Prentice Hall, 1995.

Ruiz, Garcia and Samuel Bishop. *Lessons of the Zapatista Uprising (Chiapas, Mexico) Pastoral Letter, Lent, 1994*.

Taiaiake, Alfred. *Peace, Power and Righteousness*. Don Mills: Oxford University Press, 1999. ISBN 0-19-541216-8

Venne, Sharon Helen. *Our Elders Understand Our Rights: Evolving International Law Regarding Indigenous Rights*. Penticton, BC: Theytus Books Ltd, 1998. ISBN 0-919441-66-1 (contains the Draft Declaration of the UN as Agreed Upon by The Members of The Working Group at Its Eleventh Session)

Internet

Assembly of First Nations – www.afn.ca

EZLN and Chiapas – www.virtualschools.edu/mon/news/chiapasRevoltMexico.html

Indigenous and Tribal Peoples – www.ecouncil.ac.cr/indig/trad_index.htm (go to the Welcome to Indigenous Peoples Website)

Video

A Place Called Chiapas. Montreal: NFB, 1998, 49 min.

Appendix 2.1a

Zapatista/Chiapas Resources

This site gives a year-by-year timeline of the events in Chiapas.
www.globalexchange.org/campaigns/mexico/chiapas/timeline.html

General information about struggle and links to globalization
<http://flag.blackened.net/revolt/zapatista.html>

General article on issues
www.virtualschool.edu/mon/News/ChiapasRevoltMexico.html

Explains the peace process between government and Zapatistas from 1996 that was not honoured by the Mexican government.
www.usip.org/library/pa/index/pa_chiapas.html

EZLN's formal declaration of war
<http://anubis.science.unitn.it/services/blob/ezln/war.declare.html>

List of books about the EZLN, Zapatistas, and Chiapas
www.neravt.com/left/ezlnbooks.html

Activity 2: Collaboration in International Forum

Time: 7 hours

Description

Students focus their attention on the common issues facing the world's Indigenous peoples and their local and global responses to these issues. Gaining a deeper understanding of the issues and the importance of representation through oral presentations from assigned groups, students research an international Indigenous organization and its achievements, as well as the roles and responsibilities of permanent international organizations involving Indigenous peoples, and present a report to their peers. The modern obligations of an independent, environmentally aware and just global society become evident and clarify the crucial role of the individual and of the international institution.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Strand(s): Relationships, Sovereignty, Challenges

Overall Expectations

REV.01 - describe some of the international indigenous peoples' organizations developed by indigenous peoples throughout the world;

SOV.04 - describe the importance of international forums for advancing the rights of indigenous peoples around the world;

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

Specific Expectations

RE2.01 - demonstrate an understanding of the issues and events that led to global collaboration among indigenous peoples (e.g., the response to the Rio Declaration);

RE2.02 - describe the achievements (e.g., the Inuit Circumpolar Conference) of an international indigenous organization;

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);

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).

Prior Knowledge & Skills

The knowledge base acquired in previous activities is important for understanding the issues and reactions to issues. Students are also asked to synthesize and apply knowledge and analyse new information. They should therefore refer to their course notes when analysing and discussing.

Planning Notes

- The teacher performs initial research and locates pertinent Internet sites to communicate specific and current information to students, enabling them to research an organization and providing a basis for Activity 3.
- The teacher uses resources, such as Julian Burger’s *Gaia Atlas of First Peoples*, to locate information on the issues as outlined in Appendix 2.2a.
- Students are required to read and process information individually, as well as in groups; the teacher schedules adequate lead time to complete research and readings.
- The teacher books the library/resource centre and computers with Internet access as required.

Teaching/Learning Strategies

The teacher:	Students:
<ul style="list-style-type: none"> • brainstorms issues faced by First Nations in Canada and certain Indigenous peoples around the world 	<ul style="list-style-type: none"> • participate in the brainstorming
<ul style="list-style-type: none"> • opens up the discussion to identifying general areas of issues faced by Indigenous peoples worldwide and briefly identifies local, regional, national, and international solutions that have been proposed or implemented 	<ul style="list-style-type: none"> • take notes to prepare for the group work
<ul style="list-style-type: none"> • suggests a study of the identified issues • divides the class into groups and provides instructions as to the research, format, and evaluation of the presentation (Appendix 2.2a) • hands out some information to initiate discussion and orientation of research 	<ul style="list-style-type: none"> • undertake the research and prepare a handout for peers to complete during the presentation • give the presentation and receive feedback on the presentation from peers
<ul style="list-style-type: none"> • gives a seminar on how the commonality of issues faced by Indigenous peoples have led to similar conclusions and reactions, created inter-nation links (poverty – sustainable resource development: a reassertion of nationhood – self-determination: pride in identity – preservation of culture) and collaboration through international Indigenous organizations 	<ul style="list-style-type: none"> • participate in the discussion using notes and handouts from the presentations • take notes
<ul style="list-style-type: none"> • focuses the discussion on self-determination by examining the Doctrine of Discovery, decolonisation, and the reason and need for sustained international support; reading and discussing the United Nations Declaration on the Rights of Indigenous Peoples, the Covenant on the Rights of Indigenous Nations and its genesis, and understanding the need for the United Nations Working Group on Indigenous Peoples 	

The teacher:	Students:
<ul style="list-style-type: none"> having established the importance of these international bodies, assigns international organizations (Appendix 2.2c) to predetermined groups and provides information as to format of presentation and evaluation (Appendix 2.2b) 	<ul style="list-style-type: none"> research and prepare presentation on an international organization/international Indigenous organization prepare and present a report of research to class submit the report for evaluation
<ul style="list-style-type: none"> facilitates a brief plenary session where the discussion centres on the necessity of international Indigenous organizations and international organizations involving Indigenous peoples. 	<ul style="list-style-type: none"> participate in the discussion.

Assessment & Evaluation of Student Achievement

Purpose	User	Tool	Task	Assessment Categories
Formative	Student	Rubric Anecdotal comments	Oral presentation	Knowledge/Understanding Communication
Summative	Teacher	Checklist	Plenary session	Knowledge/Understanding Thinking/Inquiry Communication Accommodation
Summative	Teacher/student	Rubric	Written report	Thinking/Inquiry Communication

Accommodations

- Provide organizers to structure content of notes to be taken during the discussion.
- Provide extra time for processing of information.

Resources

Print

Aboriginal Rights Coalition. *Blind Spots: An examination of the Federal Government's Response to the Report of the Royal Commission on Aboriginal Peoples*. Ottawa: Aboriginal Rights Coalition, 2001. ISBN 0-9694610-4-6

Burger, Julian. *The Gaia Atlas of First Peoples – A Future for the Indigenous World*. London: Anchor Books, 1990. ISBN 0-385-2653-7

Brizinski, Peggy. *Knots in a String: An Introduction to Native Studies in Canada, 2nd ed.* University of Saskatchewan: University Extension Press, 1993. ISBN 0-88880-294-3

Churchill, Ward. *Struggle for the Land*. Winnipeg: Arbeiter Ring, 1999. ISBN 1-894037-04-9

Rich, Bruce, et al. *The Ecologist Report: Globalising Poverty*. London: Think Pub., September 2000. ISBN 0261-3131

Venne, Sharon Helen. *Our Elders Understand Our Rights: Evolving International Law Regarding Indigenous Rights*. Penticton, BC: Theytus Books Ltd, 1998. ISBN 0-919441-66-1

Internet

Aboriginal Rights Coalition – www.aboriginalrightscoalition.ca

Amazon Watch – www.amazonwatch.org

Assembly of First Nations – www.afn.ca

Cultural Survival: promotes the human rights, voices, and visions of Indigenous Peoples – www.cs.org

Evolving New International Laws from the Fourth World: The Covenant on the Rights of Indigenous Nations – www.cwis.org/éicrinsum.html

The Forum for Friends of Peoples Close to Nature – www.fpcn-global.org

The Indigenous Environmental Network – www.ienearth.org

The International Covenant on the Rights of Indigenous Nations – www.cwis.org/icrin-94.html

The International Indian Treaty Council – www.treatycouncil.org

The International Labour Organization – www.ilo.org/public/english/employment/ent/coop/indisco.htm

Indigenous Peoples' Secretariat (IPS) – www.arcticpeoples.org

L'Auravetl'an Indigenous Information Center – www.indigenous.ru

Minority Rights Group International – www.minorityrights.org

Native Web – www.nativeweb.org

The New Internationalist: back issue magazines examine many issues including institutions such as the IMF, the World Bank, and the United Nations – www.newint.org

Terralingua – www.terralingua.org

United Nations High Commissioner for Human Rights – www.unhchr.ch/html/menu2/ind_main.htm

Appendix 2.2a

First Research: Issues of Indigenous Peoples

The purpose of this research is:

- to define and analyse an issue;
- to find one specific example of an environmental/social/political or economic issue that impacts directly on an Indigenous nation, such as the military presence in Nitassinan (low-level flying impact on animals and people, economic repercussions of military presence, social upheaval);
- to examine its impacts on the social fabric of that nation.

You are to prepare a well-constructed, concise handout that will serve as a reference source for your peers. Indicate all materials used in an appended bibliography.

The evaluation will be formative and is designed to provide you with feedback from your peers concerning coherence, depth of information, and clarity of presentation.

The general categories of issues:

- modern colonialism (trans-nationals, World Bank, World Trade Organization [WTO]);
- invasions (issues of transmigrations);
- deforestation;
- impact of damming rivers;
- mining;
- militarization;
- environmental threat;
- poverty;
- language/culture maintenance.

Some information will be provided to you and will serve to initiate discussion and orient your research.

Timeline

Research: 2 periods

Presentation length: 10 to 15 minutes

Appendix 2.2a (Continued)

Report Evaluation

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding - knowledge of facts - understanding of concepts - understanding of relationships between concepts	- demonstrates limited knowledge of facts - demonstrates limited understanding of concepts - demonstrates limited understanding of relationships between concepts	- demonstrates some knowledge of facts - demonstrates some understanding of concepts - demonstrates some understanding of relationships between concepts	- demonstrates considerable knowledge of facts - demonstrates considerable understanding of concepts - demonstrates considerable understanding of relationships between concepts	- demonstrates thorough knowledge of facts - demonstrates thorough understanding of concepts - demonstrates thorough and insightful understanding of relationships between concepts
Thinking/Inquiry - critical- and creative- thinking skills - analysis and interpretation of information; formation of conclusions	- uses thinking skills with limited effectiveness - applies few of the skills involved in an inquiry process	- uses thinking skills with moderate effectiveness - applies some of the skills involved in an inquiry process	- uses thinking skills with considerable effectiveness - applies most of the skills involved in an inquiry process	- uses thinking skills with a high degree of effectiveness - applies all or almost all the skills involved in an inquiry process
Communication - communication of information and ideas - use of language - use of the reporting process	- communicates information with limited clarity - uses language with limited accuracy and effectiveness - demonstrates limited command of the reporting process	- communicates information with some clarity - uses language with some accuracy and effectiveness - demonstrates moderate command of the reporting process	- communicates information with clarity - uses language with considerable accuracy and effectiveness - demonstrates considerable command of the reporting process	- communicates information with clarity and insight - uses language with a high degree of accuracy and effectiveness - demonstrates extensive command of the reporting process

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity

Appendix 2.2b

Second Research: International Organizations

The purpose of this research is to describe the roles, responsibilities, and achievements of international Indigenous organizations, permanent international organizations, and non-governmental organizations focused on the advancement of the rights of Indigenous peoples.

You will present the results of your research in a report to the class. This report will be evaluated for depth of research and coherence (see rubric).

Following your presentation, our discussion will focus on purpose and commonality of issues represented by each of these organizations.

Timeline

Research time: 1 period

Presentation length: 10 minutes

Appendix 2.2c

International Organizations

Amazon Watch – www.amazonwatch.org

Cultural Survival – www.cs.org

The Forum for Friends of Peoples Close to Nature – www.fpcn-global.org

The Indigenous Environmental Network – www.ienearth.org

The International Indian Treaty Council – www.treatycouncil.org

International Labour Organization – www.ilo.org/public/english/employment/ent/coop/indisco.htm

Indigenous Peoples' Secretariat (IPS) (umbrella group for several northern Indigenous org.) – www.arcticpeoples.org

L'Auravetl'an Indigenous information center – www.indigenous.ru

Minority Rights International – www.minorityrights.org

Survival International – www.survival-international.org

Terralingua – www.terralingua.org

United Nations High Commissioner for Human Rights – www.unhchr.ch/html/menu2/ind_main.htm

Activity 3: Common Ground? The Relationship Between Indigenous Peoples and National Government

Time: 7 hours

Description

This activity focuses on the relationships among Indigenous people, national governments, and international non-government organizations and their positions regarding common issues, including sovereignty. In groups, students utilize both primary and secondary sources to develop a three-panel display outlining the various policies and positions of the pre-selected global examples, including an examination of Canada's relationship with Aboriginal peoples. Individually, students produce a critical analysis of the case studies, comparing and contrasting the various approaches presented on sovereignty. A round-table discussion at the conclusion of the activity allows students to share their conclusions. This activity allows students to examine power structures and the importance of empowerment and participation in the global political realm. Empowerment concentrates on ending the cycle of dependency and marginalization that many Indigenous peoples face throughout the world.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE3b - creates, adapts, and evaluates new ideas in light of the common good;

CGE3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society;

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Strand(s): Relationships, Sovereignty

Overall Expectations

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.

Specific Expectations

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);

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);

SO2.03 - demonstrate an understanding of the place of indigenous nations within the global political system.

Prior Knowledge & Skills

Students should have a basic understanding of common issues facing Indigenous peoples, including sovereignty, and the roles that national governments and international non-government organizations have in the political process. The effective use of critical analysis to gain a better understanding of the issues is a key skill for students during this activity. Prior courses that would prepare the student include Geography of Canada, Civics, and Canadian History in the Twentieth Century, as well as any of the Grade 10 and 11 Native Studies courses.

Planning Notes

The teacher:

- provides a variety of sources outlining the positions and policies regarding key common issues for a variety of Indigenous groups, their national governments, and international organizations, such as the United Nations. These resources can be in printed form or as a list of relevant websites.
- conducts a review and prepares notes on the political spectrum, outlining the characteristics of left, centre, and right-wing political ideologies, to gain a more thorough understanding of the variety of positions taken regarding sovereignty.
- provides opportunities to further develop critical-analysis skills and to understand the importance of supported opinion writing.

Teaching/Learning Strategies

The teacher:	Students:
<ul style="list-style-type: none">• introduces this activity with a review of the term <i>sovereignty</i>	<ul style="list-style-type: none">• are presented with different definitions and decide which one fits best with their own knowledge and perceptions about sovereignty• produce a brief supported opinion assignment explaining their choice
<ul style="list-style-type: none">• explains the different political systems and ideologies that are found around the world (democracy, communism, and fascism)	<ul style="list-style-type: none">• take notes and engage in discussion
<ul style="list-style-type: none">• draws upon historical and modern examples to explain democracy, communism, and fascism	
<ul style="list-style-type: none">• through above examples, explains and distributes information on the political spectrum – left, centre, and right-wing political ideologies	<ul style="list-style-type: none">• read all the information provided
<ul style="list-style-type: none">• divides the class into groups of four and provides them with an outline of the research to be conducted	

The teacher:	Students:
<ul style="list-style-type: none"> • provides necessary primary and secondary resources to help students in their research 	<ul style="list-style-type: none"> • examine three case studies – assigned global example, Canada and the United Nations – and research their respective policies and positions about identified issues – land rights, health care, preservation of culture and sovereignty from the Indigenous and national government perspectives • produce a three-panel display board outlining the policies and positions of the two country case studies and the United Nations. The country case studies should include both Indigenous and national government positions, as well as a historical timeline identifying major events that have occurred between the two groups
<ul style="list-style-type: none"> • provides guiding questions for students to consider when completing their supported opinion assignment: <ul style="list-style-type: none"> • What are the similarities and differences between the three approaches to sovereignty researched? • How does the United Nations ideas about sovereignty differ with what we see in practice around the world? • What are some possible reasons for these similarities and differences? (historical, political ideologies) • Which group, if any, most reflect the definition chosen by the student at the beginning of the activity? • Is true sovereignty achievable for the Indigenous groups researched? Why or why not? 	<ul style="list-style-type: none"> • individually, develop a five-page critical analysis of the current status of Indigenous sovereignty around the world • in the analysis, examine the research gathered from the previous group assignment and assess the progress that each of the two countries has made on Indigenous sovereignty and how closely related the countries' position are with that of the United Nations
<ul style="list-style-type: none"> • mediates a round-table discussion of the information revealed during the research and the opinions of the class regarding sovereignty 	<ul style="list-style-type: none"> • discuss their opinions and share information about the individual case studies researched

Assessment & Evaluation of Student Achievement

Purpose	User	Tool	Task	Assessment Categories
Formative	Student/teacher	Rubric	Supported opinion writing	Thinking/Inquiry
Summative	Teacher	Rubric	Display board	Knowledge/Understanding Communication
Summative	Student/teacher	Rubric	Supported opinion writing	Knowledge/Understanding Thinking/Inquiry Communication Application
Formative	Teacher	Checklist	Round-table discussion	Knowledge/Understanding Communication

Accommodations

- Provide additional time to complete individual assignment.
- Provide organizers to structure written work.

Resources

Print

Aboriginal Rights Commission. *Blind Spots, An Examination of the Federal Government's Response to the Report of the Royal Commission on Aboriginal Peoples*. Ottawa: ARC, 2001. ISBN 0-9694610-4-6

Burger, Julian. *The Gaia Atlas of First Peoples – A Future for the Indigenous World*. London:Anchor Books, 1990.

Goehring, B. *Indigenous Peoples of the World: An Introduction to their Past, Present and Future*. Saskatoon: Purich Publishing, 1993.

Krotz, Larry. *Indian Country – Inside Another Canada*. Toronto: McClelland and Stewart, 1990.

Lutz, Hartmut. *Contemporary Challenges: Conversations with Canadian Native Authors*. Saskatoon: Fifth House Publishers, 1991.

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

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

Richardson, Boyce, ed. *Drum Beat – Anger and Renewal in Indian Country*. Toronto: Summerhill Press, 1989.

Sigurdson, R. "First Peoples, New Peoples and Citizenship in Canada." *International Journal of Canadian Studies*, 14 (Fall 1996).

Wadden, Marie. *Nitassinan The Innu Struggle to Reclaim Their Homeland*. Vancouver: Douglas and McIntyre, 1991.

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

Watson, D. "Indigenous People and the Global Economy." *Current History* 96(613) (November 1997): p. 389.

Internet

Assembly of First Nations Canada – www.afn.ca

Australia – www.academicinfo.net, www.aad.wa.gov.au

Center for World Indigenous Studies – www.cwis.org

Cofan Guardians of the Rainforest – www.cofan.org

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

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

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

Indian and Northern Affairs Canada – www.ainc-inac.gc.ca

Latin American Indigenous Organizations – www.bloorstreet.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>

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

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

UNESCO – www.unesco.org/education/hst

United Nations – www.unhchr.ch/html/menu6/2/fs9.html, www.hookele.com

United States Bureau of Indian Affairs – www.doi.gov

World Intellectual Property Organization (WIPO) – www.wipo.org