


APPENDICES

Appendix I

My Ideas about First Nations Communities

Please read the following propositions and check the box that shows whether you agree or disagree with them. If you do not know, or do not want to answer please check the 'Don't Know' box. We will be looking at this table again after completing some activities around these topics to see if your ideas have changed.

Before			Propositions	After		
Agree	Disagree	Don't Know		Agree	Disagree	Don't Know
			Most First Nations People live on Reservations			
			This image is a fair representation of First Nations People: 			
			First Nations People do not have to pay taxes.			
			First Nations communities were fairly compensated for the land they lost by Settlers and the Government.			
			Issues surrounding First Nations communities are not my concern – I don't know any First Nations People or my family has only recently moved to Canada.			

8th Fire Response

Watch one of the four episodes of 8th Fire available at <http://www.cbc.ca/8thfire>

Name: Timmy Liu

1. List the main topic covered in each of the four episodes:

- Non-indigenous Canadian viewers are introduced to Aboriginal Canadians so as to fight stereotypes.
- The prejudices that contribute to the damaged relationships between Aboriginal Canadians and non-indigenous Canadians are explored.
- Issues around land and peaceful ways to solve the problems.
- The Indian Act

2. In your groups, choose one episode to watch in its entirety. Provide a short explanation of why you chose the episode you did.

Your group member's name: Melissa Park

We chose to watch episode 2, "It's Time," because we wanted to see the results of the talk that John Lagimodiere, a Metis spokesman, was having with the room of Canadians who held negative feelings towards Aboriginal People.

3. List two "big ideas" or "enduring understandings" contained in this episode:

- Many people don't want to think about how they or their country has hurt others.
- The Aboriginal people of Canada do not live with the rights and opportunities that are granted to non-indigenous Canadians.

4. List 5 important facts you have learned:

- The Indian Act of 1876, which still governs reserves, banned Aboriginals from hiring lawyers, or even gathering in Tribes...etc.
- The Aboriginal growth rate is almost six times that of non-Aboriginals.
- 30% less is spent on Aboriginal students on reserves than on other Canadian students.
- Three hundred billion dollars worth of land projects in Canada need the consultation of Aboriginal people.
- Canada was formed by combining indigenous peoples' laws and the settlers' laws.

Digital Scavenger Hunt

Names: _____

For this activity, you will be finding online resources and materials about historical First Nations Populations in Canada. You will be asked to look for primary and secondary sources of information. Remember, as we discussed in class:

Primary sources are those documents, images or objects that are from the time being studied. They were either made or written while the actual events were taking place and give the perspective of those in the situation.

Secondary sources are documents, images or objects that were created after the time being studied, often for teaching purposes. These were made or written after the events they describe and can give a broader perspective since they have the benefit of time and access to other sources information.

Both types of sources are valid and offer important perspectives on a given time, person or event.

Please find and save in a Word Document one of each of the following artifacts:

1. A primary source image of a First Nations Person from the 18th or 19th century (painting or drawing)
2. A primary source account of First Nations life during the 18th or 19th century (diary, Government document, newspaper article)
3. A secondary source account of First Nations life during the 18th or 19th century (article, encyclopedia entry, story)
4. A secondary source image of interaction between Indigenous and Settler populations during Canadian colonization (recreated photograph, drawing, painting)
5. A primary source map of Canada during the 18th or 19th century
6. A map of the traditional lands of the Anishnabe People

My Artifacts Box

In this activity you will have a chance to share, listen to, and discuss some things that represent all of the different and interesting cultures in our classroom.

You will be asked to bring 3-5 artifacts that will allow you to talk about some or all of the following topics:

- Your cultural identity and/or community
- Your family and/or family history
- The traditions of your culture
- Beliefs that you hold dear
- Special occasions that you celebrate in your heritage
- Connections you have to Canada and/or another country
- Reasons for your family or ancestors' immigration to Canada
- Food from your cultural community (please, only bring pictures of food)

Examples of artifacts you can bring are:

- Pictures from your or your parents' childhood
- Letters
- Traditional items or clothing from your culture
- Special items from another country
- ANYTHING THAT CARRIES CULTURAL/FAMILIAL SIGNIFICANCE TO YOU ☺

Canadian Cultures PSA Video

We have learned so much about the diversity and various histories that are contained in Canada. Now, it is time to show you have learned about the amazingly complex groups of people in Canada, past and present:

1) For this assignment, you will be working in your Artifacts Box groups to choose and represent **ONE** culture from your group. You will create a video to compare and contrast life for historical and modern-day people within the community you choose.

2) We have spent a lot of time examining the impact that stereotyping has had over the course of Canadian history, so it is important that you **INCLUDE** and **ADDRESS TO COMBAT** the prejudices that exist toward and/or struggles of the culture you have chosen.

3) The knowledge and experiences of the group member whose culture you have collectively selected is very valuable, so be sure to **CONSULT** him/her/them. However, you will need to enrich your video with **ADDITIONAL RESEARCH**.

4) Once you have chosen and researched a particular cultural community in Canada, you will then create a scripted video PSA, to combat the stereotypes that exist towards that cultural group, and educate your viewers on the historical/social contributions of the group and their beliefs/traditions.

You should incorporate drama and costuming! However, please think critically and sensitively when creating your scripts/acting/wearing traditional costumes. Make sure to consult with your group members or teacher if unsure. We want to fight misrepresentation, not incite it on!

Your scripts must be completed collaboratively (together) and **one copy must be submitted to the teacher**. The video PSA must be **10mins** in length MIN/MAX. The videos will be shared with the rest of the class!