



Date: _____

Indigenous - Settler Political Relations in Canada: An Overview

ACKNOWLEDGEMENT

Please read this Acknowledgement before the start of this lesson to respect the knowledge that is being shared and the Land of the People where the knowledge originates:

This lesson plan was developed at the University of Sudbury/Laurentian, Indigenous Studies department which is located within the Robinson Huron treaty territory of 1850. We wholeheartedly extend our appreciation for the opportunity to live and learn on the territory of the Anishnaabe Peoples, ancestors, and all of creation.

LEARNING OUTCOMES

Upon successful completion of this lesson plan, students will be able to:

1. Understand the concept of identity and how we identify ourselves in relations to others.
2. Explore the concept of identity politics and how we name ourselves and others within the context of Indigenous - Settler political relations.
3. Explore Indigenous - Settler political relations in Canada broadly over time with reference to treaty, nation-to-nation relations, and Indigenous rights in Canada.
4. Understand the concept of 'discourse' and how there is a longstanding discursive struggle between Indigenous and Settler society on the meaning of Indigenous rights in Canada.
5. Develop a creative resource for class peers exploring one's own identity in relation to others and within the context of Indigenous - Settler political relations.
6. Engage in a conversation with a peer through the creation of a podcast or youtube video discussing any of the topics learned throughout this lesson i.e., identity politics, political relations over time, Indigenous rights, and discourse.

LIST OF ACTIVITIES

1. Minds-On Activity: Sharing Circle
2. Action Activity: Identity Politics Framework
3. Action Activity: Infographic on the Voice Thread Talk: Indigenous - Settler Political Relations
4. Consolidation Activity: Engaging in Important Conversations

MATERIALS

- Our Words, Our Ways: Teaching First Nations, Métis, and Inuit Learners
- Identity Politics Framework
- Voice Thread Talk 1: The Politics of Identity
- Voice Thread Talk 2: Indigenous - Settler Political Relations in Canada - An



Social Studies

Origin

University of
Sudbury/Laurentian,
Indigenous Studies
N'Swakamok / Sudbury
Ontario

Learning Level / Grade

11

Also: Post-Secondary, 12, 9, 10,
Youth (up to age 30)



270 mins

Related Subjects

History, Indigenous Ways of
Knowing & Being

Overview

- **Resources:** Canva or Google Templates
- **Materials**

DESCRIPTION

This lesson plan guides students to explore questions of Indigenous - Settler identity constructions and political relations in Canada. Students will engage with content found in 'Voice Thread Talks' (recorded slide presentations with accompanying audio) and learning activities. Students will also be provided with additional learning resources where they can research topics of specific interest in more detail. Topics being explored include Indigenous - Settler identity politics, treaty making, and the development of Indigenous policy and law in Canada. It is our hope that students will gain an introductory understanding of these issues.

HOLISM AND ALL OUR RELATIONS

This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:

- Language and Culture
- Participatory and experiential learning activities
- Relationship with family, ancestors
- Intergenerational learning with Elders/Knowledge Holders
- Different learning styles; attention given to mind, body, and spirit
- Connections are made with everyday life
- Nurturing healthy relationships in school and community
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Healthy relationship with self and identity
- Personal reflection time (connecting with thoughts and feelings)

TEACHERS' GUIDE

Background/Foundational Information

- This lesson plan was co-developed by Alyssa Trick and Dr. Kevin Fitzmaurice. If you have any questions, you can reach them at: alyssamifflin@gmail.com and kfitzmaurice@laurentian.ca.

In accordance with the Ontario curriculum guide, *First Nations, Métis, and Inuit Connections: Scope and Sequence of Expectations* (2016), Social Science and Humanities, Equity, Diversity, and Social Justice Grade 11, this lesson plan guides students to explore questions of Indigenous - Settler identity constructions and political relations in Canada. Students will engage with content found in Voice Thread Talks and learning activities. Students will also be provided with additional learning resources where they can research topics of specific interest in more detail. Topics being explored include Indigenous - Settler identity politics, treaty making, and the development of Indigenous policy and law in Canada. It is our hope that students will gain an introductory understanding of these issues.

Students will engage with a teacher led sharing circle, learning through Voice Thread Talks, independent work, and activities. Included in this lesson plan are instructions, Voice Thread Talk links, independent and peer activities, as well as additional resources

The activities in this lesson requires students to move from awareness (*resource development*) to understanding (*creative dialogue to prompts*). It is important to note that certain topics may trigger an emotional response due to the sensitivity of the subject matter. It may be necessary to provide or connect students with appropriate emotional support. Some students may need additional support or guidance at different points during the lesson.

The Social Science and Humanities, Equity, Diversity, and Social Justice Grade 11 curriculum in the Ontario curriculum guide, *First Nations, Métis, and Inuit Connections: Scope and Sequence of Expectations* (2016), can be directly integrated into the 2018 Revised Ontario Curriculum Canadian and World Studies: Geography, History, and Civics (Politics) curriculum in the following ways:

This lesson plan aligns with the **Politics in Action: Making Change, Grade 11 Open CPC30** Strands: **A. Political Inquiry and Skill Development, B. Foundations of Political Engagement, C. Policy, Politics, and Democratic**

Change, and D Personal Action on a Political Issue. The big ideas related to the curriculum are *“Personal identity and experiences can affect an individual’s political interests;” “The causes of political issues are complex and multifaceted; political solutions can have intended and unintended results;” “Canadian law and political policies change over time;” “The interest and commitment of individuals and groups drives political change;”* and *“There are multiple points of view on every political issue”* through a connection of looking at *“Understanding Identity Politics.”*

- Some framing questions to consider from the curriculum document are: “How are your interest in politics and your political actions influenced by your own identity and experiences? Who determines political priorities? What is fair in politics? Are Canadian laws and political policies fair and equitable? What political problems particularly concern you? Why? Do other people or groups feel the same way about these problems? What factors do you need to consider when deciding how a problem should be addressed? Whose viewpoints should you consider? Who will benefit from a proposed solution to a problem? Will anyone be adversely affected by it?” Review specific expectations **A1.1, A1.5, A1.7, B1.1, B1.3, B2.1, B2.3, C1.1, C1.2, C2.2, D1.2.**

This lesson plan aligns with the **Understanding Canadian Law, Grade 11 University/College Preparation CLU3M** Strands: **A. The Inquiry Process and Skill Development in Legal Studies, B. Legal Foundations, and C. Right and Freedoms.** The big ideas related to the curriculum are *“Legal systems of the past have influenced the Canadian legal system”* and *“Law changes over time in response to a variety of factors, including what society values and believes in, technological advances, and political trends”* through a connection of looking at *“Understanding Identity Politics and Indigenous – Settler Political Relations in Canada.”* Review specific expectations **A1.1, A1.5, A1.7, B2.1, B2.3, B3.2, B4.1, B4.2, B4.3, B4.4, C1.2, C2.2, and C2.4.**

- Some framing questions to consider from the curriculum are “How has the law changed and how has it stayed the same? How do diversity and changing beliefs about gender equality, freedom of expression, and freedom of religion influence Canadian law? What happens legally when different rights compete with each other?”

This lesson plan aligns with the **Understanding Canadian Law in Everyday Life, Grade 11 Workplace Preparation CLU3E** Strands: **A. The Inquiry Process and Skill Development in Legal Studies, B. Legal Foundations, and C. Human Rights.** The big ideas related to the curriculum are *“Law is based on principles derived from society’s beliefs about what is fair and just;” “Law changes over time in response to a variety of factors, including what society values and believes in, technological advances, and political trends;”* and *“The belief in the protection and promotion of human rights in Canada and the world has developed gradually through the efforts of individuals and groups”* through a connection of looking at *“Understanding Identity Politics and Aboriginal and Treaty Rights in Canada.”* Review specific expectations **A1.1, A1.7, A1.9, B2.1, B2.2, C1.2, C1.5, C2.1, C2.3.**

- Some framing questions to consider from the curriculum are “How does the law affect me in my everyday life? What political and social values have influenced Canadian law the most? How and why do laws change? How does the law balance competing human rights? How can we use the law to respond to rights abuses? Why is it important to be aware of all the obligations in a contract before signing it?”

This lesson plan also aligns with the **World Issues: A Geographic Analysis, Grade 12 University Preparation CGW4U**, Strands: **A. Geographic Inquiry and Skill Development, B1. Natural Resource Disparities, B2. Population Disparities, E. Social Change and Quality of Life.** The big ideas related to the curriculum are *“the distribution and availability of natural resources can affect a country’s prosperity and quality of life,”* and *“quality of life around the world is influenced by a wide range of economic, social, political, environmental, and historical factors”* through a connection of looking at *“Aboriginal and Treaty Rights in Canada.”*

- Some framing questions to consider from the curriculum document are: “What are some possible consequences of an inequitable distribution of resources? In what ways might a government’s past political and economic policies have an impact on quality of life in the present? What are some of the ways that we measure the development of a region or a community? What do various measures emphasize? What do they overlook?” Review specific expectations **B1.1, B1.2, B1.3, and B2.3, as well as E1.3 and E3.2.**

These are just SOME of the curriculum expectations that fit with these lessons. We encourage you to continue adding Indigenous – Settler Identity Politics and Political Relations content within many different subjects. This is a great start.

Lesson Sequence:

MINDS ON

- Begin your lesson with a minds-on sharing circle. Feel free to use some example prompts given, or come up with your own. This allows students to 'get their minds on' for topics, and aligns with the topic of Indigenous – Settler identity politics and political relations content. If you are a non-Indigenous educator, simply adapt the talking stick with another format that aligns with yourself. If you need to comply with COVID requirements in the classroom, a "talking wipe" is a great alternative (*sanitizing wipe*).

ACTION

- Engage with the Voice Thread Talk lessons.
 - The Video Threads Talks will be the major resource. Begin with the Voice Thread 'Politics of Identity' talk. Go through it together as a class.
 - Proceed with the Identity Framework activity. There is a PDF to download where the students are asked to fill each part of the circle with the corresponding categories listed on the bottom of the page. This is an inclusive and Indigenous type of assessment that allows for student choice, differentiated learning and a holistic point of view through reflection.
 - Voice Thread Talk 1 (73 minutes): The Politics of Identity, Indigenous - Settler Political Relations can be found at the following link: <https://voicethread.com/share/17717696/>
- The second Voice Thread Talk is on Indigenous – Settler Political Relations in Canada.
 - After going through the Voice Thread Talk together as a class, have the students complete the Classroom Resource activity. This activity has students engage with the content they've learned about Indigenous – Settler Political Relations in Canada and create an infographic of the important information they've learned.
 - Voice Thread Talk 2 (112 minutes): Indigenous - Settler Political Relations in Canada, An Overview can be found at the following link: <https://voicethread.com/share/17729467/>

CONSOLIDATION

- (Optional) After engaging with the Voice Threads Talks, have the students fill out an exit card on the information you explored together that day. An example of this would be "What are three things you've learned, two things you want to know more about, and one thing you would like to revisit?"
- For a consolidation activity or final assessment of learning. Have students complete an oral demonstration of knowledge. This is further explained in the Knowledge Discussion activity.
 - As a final demonstration of their knowledge, and in placement of a written test, have the students meet individually with you and demonstrate their understanding and knowledge after completion of the Voice Thread Talks and activities.
 - This is an opportunity for students to showcase their understanding and knowledge in a differentiated way. Oral tradition has been a pillar for communication through generations of Indigenous cultures. Celebrate the students' knowledge this way by allowing students a different way to demonstrate their understanding of the lessons. You can shape this in many ways. For example, allow the students to come up with how they would like to showcase their learning or provide them with prompts.

Reminders & Tips:

- Most of the lesson uses Voice Thread for accessing information. Get comfortable with the programming before use.
- The classroom resource activity requires an account with Canva; Google templates are also an option. Both can be connected through Google accounts and are free.

ACTIVITIES

1 - Minds-On Activity: Sharing Circle

Purpose

The purpose of this activity is for students to gather in a sharing circle and answer some minds-on prompts provided by this lesson and/or the teacher.

Time: 80 mins

Activity Instructions

If you're in the classroom, gather students in a circle. Ensure COVID protocols are followed if required. Put prompts up on the board or smartboard so that students are able to remember the question and to think of their answer. Set the rules of the sharing circle before you begin (for more information on Sharing Circles and Talking Circles, see Appendix 5 in the resource included with this activity, *Our Words, Our Ways*):

- You may pass if you'd like, or come back to you after the circle has had a chance. Allow students the choice to pass. Oftentimes they will have you come back to them, but this also respects students who may be having a hard time, etc.
- One by one, students will answer the prompt. Allow a talking stick, or if you are a non-Indigenous educator, choose an object or similar rule that aligns with you. If you need to follow COVID protocols, a "talking wipe" is a great alternative (sanitizing wipe). Remind students that everyone has a role. They either have the responsibility of listening or speaking. No discussion is required and no responses are required, negative or positive.
- I would share first as the educator, it provides students with an example of a response you are looking for. It also allows them some time to think about their response.

You can do this activity as much or little as you want; everyday, once a week, or not at all. You can select it for before a specific topic in this lesson (i.e., Indigenous - Settler identity politics, discourse, Indigenous rights, treaties, and/or general political relations).

Here are some example prompts:

- How do you identify yourself?
- What does identity politics mean to you?
- Where have you seen stereotypes about Indigenous peoples in Canada? If you use a prompt like this, please ensure that you are not reinforcing stereotypes by saying them; this can be harmful in the classroom. Make sure you are clear that you are looking for examples such as "Sport team names," or "systemic issues in authority positions".
- What do you know about Treaties and/or Indigenous rights in Canada?
- What Indigenous treaty covers the land you are presently on?
- What is discourse and what discourse am I speaking now?

Materials:

- Talking object or wipe
- Smartboard or white board
- Whiteboard markers

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

... in the following ways:

Sitting in a circle together and respectfully sharing knowledge and perspectives on the various topics covered in this lesson plan provides for a physical structuring of co-learning through the equal positioning of participants around the circle, which fosters a sense of inclusion and respect. This activity can further connect with spiritual and emotional learners through the fostering of positive, relational connections with all participants. Lastly, this activity connects with intellectual learning as it provides for a time of self-reflection on the existing knowledge and

perspectives of the participants in term of the main topics to be covered in the lesson plan.

Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Our Words, Our Ways: Teaching First Nations, Métis, and Inuit Learners	Link 

For more information about including sharing circles as classroom instruction, please refer to the following resource. Specifically, Appendix 5, *Guidelines for Talking Circles*.

TEACHING NOTES

2 - Action Activity: Identity Politics Framework

Purpose

The purpose of this activity is for students to complete the framework after engaging with the Indigenous - Settler Identity Politics Voice Thread Talk ("The Politics of Identity") and engage in reflection of their own views and the views of those around them. For an Indigenous way of assessment, this activity allows students to engage in an open and respectful dialogue with each other as well as to personally reflect on their own identities as a way of better understanding their biases and views of Indigenous and Settler people in Canada and around the world.

Time: 90 mins

Activity Instructions

1) Instruct the students to first watch Voice Thread Talk 1: The Politics of Identity, Indigenous - Settler Political Relations can be found at the following link: <https://voicethread.com/share/17717696/>

2) After engaging with the Voice Thread Talk on Indigenous - Settler Identity Politics, hand out the Identity Framework to each student.

Instruct Students to do a reflection of each of the categories. There are four sections for each of the six categories for the students to demonstrate the reflection. Allow students to choose a word or sentence in the four sections.

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

... in the following ways:

Watching the Voice Thread Talk 1: Indigenous – Settler Identity Politics and then engaging in the Identity Politics framework exercise connects with intellectual, spiritual, emotional, and physical learners. Intellectually, it encourages the teacher and students to reflect upon how they self-identify and how their identity(s) are either recognized and affirmed by others or how they are instead challenged by others and what this interplay means for them and/or has meant for them over time. This activity further connects with spiritual and emotional learners in that it highlights the fundamental relationships that we have with others as part of the very process of coming to understand ourselves as individuals. Moreover, it is a process that is often very emotional, particularly in the context of Indigenous – Settler relations, as it can be very difficult to not have one's understanding of oneself -- one's identity(s)–affirmed or recognized by others. As well, coming to understand the hurtful and exclusionary processes of racialized stereotyping of Indigenous peoples as well as the privileges associated with being white in Canada can be very emotional, for both Indigenous and non-Indigenous people; there is often feelings of guilt for non-Indigenous people and anger and pain for Indigenous learners. All students will need to be supported through the often difficult feelings which may arise as part of this activity. And lastly, this activity connects with physical learners as it is a physical handout that is printed out and filled in by hand.

Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Identity Politics Framework	Link 
<p>After engaging with the Voice Thread Talk on Indigenous - Settler Identity Politics, hand out the Identity Framework to each student.</p> <p>Instruct Students to do a reflection of each of the categories. There are four sections for each of the six categories for the students to demonstrate the reflection. Allow students to choose a word or sentence in the four sections.</p>	
Voice Thread Talk 1: The Politics of Identity	Link 
(length: 73 minutes)	

TEACHING NOTES

3 - Action Activity: Infographic on the Voice Thread Talk: Indigenous - Settler Political Relations

Purpose

The purpose of this activity is for student's to focus on the Voice Thread Talk on Indigenous - Settler Political Relations in Canada. The students will create a classroom resource through the style of an infographic to summarize Indigenous - Settler Political Relations in Canada.

Time: 90 mins

Activity Instructions

1) The second Voice Thread Talk is on Indigenous – Settler Political Relations in Canada and can be found at: <https://voicethread.com/share/17729467/>

2) After viewing the Voice Thread Talk together as a class, have the students complete the Classroom Resource activity. This activity has students engage with the content they've learned about Indigenous – Settler Political Relations in Canada and create a corresponding infographic (a collection of imagery, charts, and some text that gives an easy-to-understand overview of your topic).

Encourage students to do further research on this topic through access to the Additional Resources section within this lesson plan as well as online and to include this additional information in their infographic. Depending on the class, allow time for students to share their infographic with their peers. Programs like Canva (see the link in the 'Materials and Resources' section) are linked with Google and have many free resources and templates to support students in creating their resource.

- **Students will focus on selecting information from the Voice Thread Talk as well as their own research on Indigenous - Settler Political Relations in Canada to create an infographic to share as a class resource.**
- **If time allows, ask if any students would like to share their infographic that they have created, or have a shared drive with everyone given access to the finished resources.**
- **Provide the students with creative choice on how they would like to create this resource. Direct them to Canva or Google templates through their Google account.**

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

... in the following ways:

Watching the Voice Thread Talk 2: Indigenous – Settler Political Relations: An Overview, and then creating an infographic based upon additional research connects with intellectual, spiritual, emotional, and physical learners. Intellectually, it encourages the teacher and students to reflect upon the many dimensions of Indigenous – Settler Political Relations in Canada and to select one or two key facets that most resonate with them to further research and explore these topics as well as the discourse(s) that they themselves speak about the topics. This activity further connects with spiritual and emotional learners in that it highlights the many relationships that form the basis of Indigenous – Settler relations in Canada. Moreover, coming to understand the violent processes of colonization in Canada can be very emotional, for both Indigenous and non-Indigenous people; there is often feelings of guilt for non-Indigenous people and anger and pain for Indigenous learners. All students will need to be supported through the often difficult feelings that may arise as part of this activity as it can be very difficult not to have one's understanding of oneself - one's identity(s) - affirmed or recognized by others. Lastly, this activity connects with physical learners as students are required to present publicly on their infographic and to share their ideas with their fellow students and teacher.

Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Voice Thread Talk 2: Indigenous - Settler Political Relations in Canada - An Overview	Link 
(length: 112 minutes)	
Resources: Canva or Google Templates	Link 
For creation of an infographic. This link will take you to the Canva home page, which is a commonly used website and is free.	

TEACHING NOTES

4 - Consolidation Activity: Engaging in Important Conversations

Purpose

The purpose of this activity is consolidation towards the end of the lesson. This activity encourages students to engage in important dialogue surrounding the topics they've learned. This lesson also allows for student choice and creativity should they want that.

Time: 90 mins

Activity Instructions

Now that students have learned and engaged with important topics throughout this lesson, it's time for them to get creative about how they would like to present a conversation about what has stood out to them. This activity provides students with choice and creativity. Allow students the choice of working with a partner for a conversation-type dialogue, or independently for a reflection dialogue.

Instruct students to choose a topic that has stood out to them in this lesson. If students are working with a partner, have them present a conversation around the topic through a variety of ways such as: a podcast episode, a YouTube video, or a talk show set up, etc. If students are working independently, have them present a reflection piece around the topic through a variety of ways such as: a Tik Tok video, YouTube video, Podcast episode, etc.

Materials:

- Computer or phone
- White board or smartboard

Apps that would help with this activity:

- Computer or smartphone
- Google accounts
- Canva, video maker or iMovie
- Social media accounts
- Voice memos on smartphone
- Quicktime player on computer

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

... in the following ways:

Creatively documenting a conversation with a fellow student and/or a personal reflection on one or more of the topics covered in this lesson plan connects with intellectual, spiritual, emotional, and physical learners.

Intellectually, it encourages the teacher and students to consider multiple points of views relating to the key characteristics of Indigenous – Settler Political Relations in Canada that resonate most with them. This activity further connects with spiritual and emotional learners in that it requires student to fully consider the many relationships - including their own relationship positionality-- which form the basis of Indigenous – Settler relations in Canada as part of their consolidation of the lesson plan content. Moreover, in working to consolidate the lesson plan content through the documentation of an important conversation or personal reflection, the violent processes of colonization in Canada can lead to strong emotional reactions for both Indigenous and non-Indigenous people; there is often feelings of guilt for non-Indigenous people and anger and pain for Indigenous learners associated with this material. All students will need to be supported through the often difficult feelings which may arise as part of this activity as it can be very difficult to not have one's understanding of oneself -- one's identity(s)—affirmed or recognized by others. And lastly, this activity connects with physical learners as students are required to creatively document their conversation and/or personal reflection.

Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Materials	Supplies 
<ul style="list-style-type: none">• Computer or phone• White board or smartboard <p>Apps that would help with this activity:</p> <ul style="list-style-type: none">• Computer or smartphone• Google accounts• Canva, video maker or iMovie• Social media accounts• Voice memos on smartphone• Quicktime player on computer	

TEACHING NOTES

ASSESSMENT

This section contains information for assessing progress in students' learning. While Indigenous approaches to assessment may be highlighted, conventional assessment methods may also be discussed.

Final Oral Communication Exam: Learning Story

The purpose of this activity is a substitute for a written exam or test. This assessment activity allows the students to demonstrate their participation in the Voice Thread Talks and the knowledge they've learned. Western ways of assessment are often time restricted and specific. This assessment allows the students to explore and demonstrate their knowledge in a face to face environment.

Instruct the students to prepare for their Learning Story. Allow students to choose how they would like to demonstrate their knowledge they've learned through a face to face assessment.

Students should be instructed to touch on both Voice Thread Talks and show how they've come from awareness to understanding on the topics. This way of assessment allows for students to explain their understanding with an Indigenous oral examination format.

You have the option of leaving it open ended or you can provide the students with some prompts to respond to such as:

- Explain the Canadian government's understanding of who Indigenous peoples are within the context of its own policy and law;
- Explain how non-Indigenous society racializes Indigenous peoples in Canada;
- Explain internal Indigenous understandings of cultural and land-based identities;
- Explain what Whiteness and Zhaganash mean and why these understandings are important to anti-racism education in Canada;
- Explain what is meant by the 'struggle for meaning of Indigenous - Settler treaties in Canada;'
- Explain what you understand to be some of the pathways to Indigenous - Settler reconciliation in Canada.

Background Information for Teachers on Four Pillars of Indigenous Assessment: Respectful Relationships, Responsibility and Accountability, Relevance to Reconciliation and Student's Path, Reciprocity

The Voice Thread Talks and learning activities are open and flexible to allow the learning to happen through the student's natural curiosity. Western ways of assessment are often time restricted and specific. With the Voice Thread Talks and activities in mind, there are four main pillars of the assessment: respectful relationships, responsibility, relevance to reconciliation and the student's path, and reciprocity. As well, there are three forms of Indigenous pedagogy included throughout the assessment that is an ongoing process happening through conversation, observation and product.

Respectful Relationships:

- Ensure that you are engaging with students in a respectful manner that honours Indigenous knowledge and ways of being and listen in a reflective and non-judgemental way.
- Learning happens through the lessons being student driven and inquiry based.
- The circle format provide a framework for coming together and learning from each other as a process of co-teaching and co-learning together in a community of knowledge sharing.
- Respectful relationships are honoured through the Sharing Circle with the sharing of knowledges and perspectives in conversation with others as part of the Identity Framework activity.

Responsibility and Accountability

- Seek and develop relationships with local Indigenous Elders and Knowledge Holders and invite them into your classroom to participate in the activities; the Indigenous Lead for your school can help you with this. Reflect on your intentions for yourself and those around you. Honour the integrity of the knowledge coming from Indigenous peoples and scholars.
- Responsibility and accountability is honoured through the development of the Voice Thread Talks and lesson plan as a whole.

Relevance to Reconciliation and Student's Path

- Center Indigenous ways of knowing when speaking on these topics. As mentioned above, involve Elders and Knowledge Holders and other Indigenous peoples and scholars into the conversation, especially when you feel as though you need some support in fully understanding the context of the curricula.

- Ensure that the lessons are responsive to the needs of Indigenous peoples today.
- The relevance to reconciliation is demonstrated in the final learning story through the student's reflection after engaging with the Voice Thread Talks and activities. In addition, the student's path is honoured this way through Indigenous ways of assessment and pedagogy; conversation, observation and product.

Reciprocity

- Allow for all students -- Indigenous and non-Indigenous-- to learn through natural curiosity and inquiry together. Facilitate important conversations through guiding the students and your own observations.
- View yourself as a life-long learner, both teacher and student, when engaging in these lessons. This happens throughout the Voice Thread Talks and activities as an ongoing process. The co-learning and co-teaching is key here too.

ADDITIONAL RESOURCES

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
National Inquiry into Missing and Murdered Indigenous Women and Girls Final Report, 2019	Link 
<p>The National Inquiry's Final Report reveals that persistent and deliberate human and Indigenous rights violations and abuses are the root cause behind Canada's staggering rates of violence against Indigenous women, girls and 2SLGBTQQIA people. The two volume report calls for transformative legal and social changes to resolve the crisis that has devastated Indigenous communities across the country. The Final Report is comprised of the truths of more than 2,380 family members, survivors of violence, experts and Knowledge Keepers shared over two years of cross-country public hearings and evidence gathering. It delivers 231 individual Calls for Justice directed at governments, institutions, social service providers, industries and all Canadians.</p> <p>As documented in the Final Report, testimony from family members and survivors of violence spoke about a surrounding context marked by multigenerational and intergenerational trauma and marginalization in the form of poverty, insecure housing or homelessness and barriers to education, employment, health care and cultural support. Experts and Knowledge Keepers spoke to specific colonial and patriarchal policies that displaced women from their traditional roles in communities and governance and diminished their status in society, leaving them vulnerable to violence.</p>	
Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada, 2015	Link 
<p>The Truth and Reconciliation Commission of Canada was a commission like no other in Canada. Constituted and created by the Indian Residential Schools Settlement Agreement, which settled the class actions, the Commission spent six years travelling to all parts of Canada to hear from the Aboriginal people who had been taken from their families as children, forcibly if necessary, and placed for much of their childhoods in residential schools. This volume is a summary of the discussion and findings contained in the Commission's final multi-volume report. The Final Report discusses what the Commission did and how it went about its work, as well as what it heard, read, and concluded about the schools and afterwards, based on all the evidence available to it. This summary must be read in conjunction with the Final Report.</p>	
Royal Commission on Aboriginal Peoples, 1996	Link 
<p>The Royal Commission on Aboriginal Peoples (RCAP) was established by Order in Council on August 26, 1991, and it submitted in October 1996 the Report of the Royal Commission on Aboriginal Peoples (RCAP). The RCAP was mandated to investigate and propose solutions to the challenges affecting the relationship between Aboriginal peoples (First Nations, Inuit, Métis Nation), the Canadian government and Canadian society as a whole.</p>	
Baggage Activity: An Exercise in Indigenous and non-Indigenous Reconciliation	Link 

Resource Title	Type
<p>This video depicts an activity designed by Theresa Benedict, a graduate from Indigenous Studies at Trent University. The exercise involves two stages. First, the group divides into a small group of Indigenous people and another small group of non-Indigenous people to brainstorm each group's perceptions of what they bring into a relationship – the "baggage" that they carry. The two groups then come together to compare the baggage they are bringing into a relationship.</p> <p>This exercise is an excellent way to explore the differences between Indigenous and non-Indigenous perspectives on reconciliation and discuss how and whether those differences can be overcome.</p>	
Maurice Switzer - We are all Treaty People/Polishing the Chain	Link 
<p>Maurice Switzer is involved in a number of public education initiatives by including Indigenous perspectives as a commissioner on the Ontario Human Rights Commission, as well as his contributions on education of treaty relationships in Canada and their contemporary implications through the use of wampum belts. By utilizing the wampum belts as an educational tool, decolonized approaches are taken to develop a holistic understanding of the treaties and providing a framework for educators to facilitate treaty education in the classroom.</p>	
Dr. Emily Farles - Teaching the Truth	Link 
<p>Aboriginal worldview teaching the real truth of our Indigenous history. Providing cultural awareness encourages healing and empowerment.</p>	
Dene Resistance to Colonialism: The Berger Inquiry	Link 
<p>In this lesson plan, students will learn about the history of the Dene Nation's resistance to the 1970s MacKenzie Valley Pipeline Project, and their participation in the Berger Inquiry. Using key documents with an opportunity to conduct their own research on differing positions on northern development in the 1970s, students will come away with an understanding of the history of the Berger Inquiry and the contemporary implications.</p>	
Treaty Education, Mi'kmaw Kina'matnewey, Jaime Battiste	Link 
<p>Jaime Battiste, Treaty Education Lead for Mi'kmaw Kina'matnewey, discusses the importance of Treaty Education and the ways it has been incorporated in Nova Scotia.</p>	

HOLISM AND ALL OUR RELATIONS

This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:

Participatory and experiential learning activities
Language and Culture
<p>The Anishnaabemowin language is incorporated into the Speaker's introductions in the Voice Thread Talks. As well there are a number of Anishnaabemowin language references in the two Voice Thread talks themselves.</p>
Relationship with family, ancestors
<p>Reflecting upon one's own identity in relation to others within a context of Indigenous -Settler political relations requires a consideration of one's own family history and ancestry in relation to the family history and ancestry of others.</p>
Connections are made with everyday life
<p>As a reflection of one's identity in relation to others within an Indigenous - Settler context, this lesson plan meaningfully connects to the daily living of students as their identity(s) are framed and shaped as a process of change and becoming in response to everyday living.</p>
Intergenerational learning with Elders/Knowledge Holders

<p>Were Elders or Knowledge Holders involved in the development of this Lesson Plan? No Can Elders or Knowledge Holders be invited to help teach part of this lesson plan? Yes</p>
<p>Intergenerational learning with Elders/Knowledge Holders</p>
<p>Ethics in the classroom: care, truthfulness and trust, respect, integrity</p>
<p>Students are required to reflect upon their own identities in relation to others and within the context of Indigenous - Settler Identity politics and the political relationship broadly understood. To this end, students are encouraged to listen respectfully to the diverse perspectives of their peers and to build trusting relationships of empathy and care in the classroom. Ultimately, students are encouraged to build loving communities of knowledge sharing in the classroom as part of the experiential learning of Indigenous - Settler reconciliation.</p>
<p>Different learning styles; attention given to mind, body, and spirit</p>
<p>Healthy relationship with self and identity</p>
<p>The Identity Framework is a start for students to begin reflecting on their identity and views of others' identities in the world around them and within the context of Indigenous - Settler political relations in Canada.</p>
<p>Personal reflection time (connecting with thoughts and feelings)</p>
<p>All of the lesson plan activities provide opportunities for students to reflect on their thoughts and feelings about the lesson as well as time to think about what they have learned.</p>

OTHER DETAILS

Stream: Academic, General

RELATED LESSON PLANS

- [Dene Resistance to Colonialism: The Berger Inquiry](#)
- [Land and Treaties: Indigenous Orientation Toolkit for Newcomers to Canada](#)
- [Our History – Understanding the Past that Shapes our Present and Informs our Future](#)

CONTRIBUTORS

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QUESTIONS/MORE DETAILS

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