

Lesson Title	Nunavut and Canada: An Anomaly or Sign of Things to Come?
Objectives	Students should be able to: <ol style="list-style-type: none"> 1. Understand the region of Nunavut with respect to its geographic area, economic standing, and aboriginal population. 2. Acknowledge the many steps that were taken for the region to achieve the title of ‘federal territory’. 3. Compare and contrast the situation in Nunavut with other regions of Canada. Students will ultimately judge the anomalistic nature of Nunavut. 4. Develop a full understanding of how people, and particular groups, can effect change in government policies and norms.
Introduction	The lesson will be introduced by playing a video titled “Voters choose N.W.T. split” from the CBC archives. The video will complement the reading the students did prior to the lesson from the textbook (Counterpoints, pages 214-216). The initial discussion is centred on what was seen in the video, and then the discussion will delve into a lecture.
Body of the Lesson	<ol style="list-style-type: none"> 1. The lecture portion of the lesson will cover the following pieces: <ul style="list-style-type: none"> • Economy of the region (natural resource extraction) • Demographics of Nunavut (culture, population density, social stratification, etc) • Physical geography and size of the territory • Summarized process of Nunavut becoming a federal territory in 1999, from the initial political plans in the early 1980s 2. The lecture will then explain similar, yet arguably less significant examples, such as the situation of Haida Gwaii. 3. There will be a class discussion about the perceived anomalous nature of the Nunavut example, in that the efforts of a particular ‘people’ will ultimately result in a territorial land claim. These are some of the questions that will be posed: <ul style="list-style-type: none"> • <i>Is the Nunavut example one of a kind?</i> • <i>Why did these events take place in regions such as Nunavut and Haida Gwaii, and not in more populated areas such as Vancouver (for example, the Stanley Park controversy)?</i> • <i>Are these examples signs of things to come?</i>
Closure	The closure activity will have students begin writing a short 400-500 word essay answering the final question posed in the discussion: <i>Are the examples of Haida Gwaii or Nunavut (no need to summarize both) signs of things to come?</i>
Assessment	The abovementioned essay will be assessed for writing proficiency and development of ideas.

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