

**Historic and Contemporary First Nations Issues:
Reserves in Canada**

Critical Challenge Question:

What inequities are present on Canada's First Nations Reserves?

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Objectives & PLOs:

-Examine social injustices in Canada pertaining to First Nations Reserves
B2: analyse causes of social injustice
B3: describe consequences of social injustice

Students will be able to:

- Understand the nature of "Indian Reserves" in Canada
- Explain the various issues and problems faced by those living on reserve

Rationale:

- Students in Canadian classrooms are often taught to examine the inequities and problems facing "others" worldwide. In high school, students are often aware of the socioeconomic disparity that exists between most of Canada and the two-thirds world. Very rarely, however, are students confronted with the grim realities of inequity and injustice in their own sphere or "backyard". First Nations Reserves experience some of the most tragic socioeconomic issues, and are often plagued with problems in health, education, and basic living conditions. The reason for teaching about reserves is to awaken students to the pressing issues facing First Nations people.

Resources:

- "Our Homes Are Bleeding" pg. 6-8
- Video: "Life on the Reserve"
- Poster Paper
- Felt Pens

Vocabulary: Reserve, "Indian Act"

Timing	What the Teacher will be doing:	What the Students will be doing:
Independent Reading: 20 min.	<p>Provide students with pages 6-8 in “Our Homes are Bleeding”</p> <p>Explain that it is written by first nations leaders in the 1970’s.</p>	<p>Read pages 6-8 and ask the teacher to clarify any terms that are unknown.</p>
Guided Practice: 20 min.	<p>Introduction: Divide students into groups, explain brainstorming activity, hand out paper and felt pens. Pose question to students: What are the greatest humanitarian problems facing people worldwide?</p> <p>Play Video: “Life on the Reserve”</p> <p>Give 2 minutes for discussion on the realities of the video compared to what was written down.</p>	<p>Working in groups of 4-6, students will be posed a question to answer: What are the greatest humanitarian problems facing people worldwide?</p> <p>Brainstorm, discuss, and jot down answers on the paper provided.</p> <p>Watch Video</p> <p>Discuss video compared to written ideas.</p>
U-Shaped Debate: 15 minutes	<p>Direct setting up new classroom shape for U-Shaped debate.</p> <p>Give a claim: “The government should pay for all the necessary resources and programs needed to eliminate the problems on Reserves.”</p> <p>Allow several minutes for debate.</p> <p>Add to the statement: “Even if it means paying higher taxes and cutting other funding.” <i>This is to awaken students to the reality that their priorities should be reflected in the way their money is spent by government. If they truly wish to promote social justice, it could cost them.</i></p> <p>If necessary, ask a leading question to stimulate more</p>	<p>Choose a position for debate and participate constructively.</p>

	debate: “Is more money really the solution?”	
5 minutes	Conclusion: Explain to students that social injustices do not simply exist in far-off places and the two-thirds world, but that inequities exist close to home; it is within their power as citizens to contribute to meaningful and lasting solutions for the problems faced by their neighbors.	Listen and ask any clarifying questions.
Extension: <ul style="list-style-type: none"> • N/A due to cooperative nature of activities. 		
Assessment: <ul style="list-style-type: none"> • Formative; assessment for learning will take place as the teacher analyzes poster contributions, discussion points, and U-Shaped debate. 		
Homework: <ul style="list-style-type: none"> • No homework will be assigned. 		
Adaptations/Modifications: <ul style="list-style-type: none"> • Semi-notes on Reading available for students with written output difficulties. 		
Reflection on lesson: <ul style="list-style-type: none"> • What went well? Did they participate in the brainstorming and contribute to the debate? Did the dialogue remain respectful and constructive? 		