



Title: Trick or Treaty- Hi-Ho Mistahey!

Time required: 10 classes

Grade(s): 10-12



Unit Overview:

This guide has been designed to accompany 2 documentary films *Trick or Treaty* and *Hi- Ho Mistahey!* directed by the world-renowned Wabanaki film director Alanis Obomsawin. The films and this guide are meant to be used to give students a deeper understanding of Treaty No.9 that governed Indigenous peoples' lives in Northern Ontario and Quebec. During this 10 to 12- lesson guide students will be familiarized with Alanis Obomsawin's purpose of storytelling by viewing her documentary films in class. Students will work in groups to research reliable information using secondary sources to learn about various dimensions of the Imperial project that have been changing Indigenous people's lives for over 400 years. Students will work together to gather information, analyze findings, synthesize judgements and present educated opinions to their peers. Teachers' committing to educating their students on social justice issues and Indigenous Peoples of Canada, should be well read in primary and secondary sources of indigenous issues, so that they can facilitate debates and guide students to necessary resources when needed.

By bringing Alanis Obomsawin's films into the classroom as primary sources, students will be able to understand and evaluate the Canadian governments actions in respect with Indigenous lives over the past 120 years. This history is a significant component and offers context relating to the Truth and Reconciliation act and the TRC committee's calls to action. Students will learn perspectives that speak to the importance for Indigenous peoples



of Canada that they regain the rights that were taken away from them for so many years. This guide will help students to familiarize themselves with the social, cultural and historical dimensions of Canadian colonialism and its often-detrimental effect on First Peoples of Canada.

About the films:

Hi-Ho Mistahey!

2013 | 1 h 39 min

In this feature-length documentary, Alanis Obomsawin tells the story of Shannen's Dream, a national campaign to provide equitable access to education in safe and suitable schools for First Nations children. Strong participation in this initiative eventually brings Shannen's Dream all the way to the United Nations in Geneva.

Trick or Treaty?

2014 | 1 h 24 min

Covering a vast swath of northern Ontario, Treaty No. 9 reflects the often contradictory interpretations of treaties between First Nations and the Crown. To the Canadian government, this treaty represents a surrendering of



Indigenous sovereignty, while the descendants of the Cree signatories contend its original purpose to share the land and its resources has been misunderstood and not upheld. Enlightening as it is entertaining, *Trick or Treaty?* succinctly and powerfully portrays one community's attempts to enforce their treaty rights and protect their lands, while also revealing the complexities of contemporary treaty agreements. *Trick or Treaty?* made history as the first film by an Indigenous filmmaker to be part of the Masters section at TIFF when it screened there in 2014.

Curriculum connections:

- **Main course of study:** Social Studies, Native Studies, Aboriginal Studies, First Nation Studies, Film studies, Geography, Law.
- **Cross Curricular Opportunities:** Language Arts and History

Learning Objectives:

The students will:

- Examine the historical facts related to Treaty No. 9, both oral and written, as presented in the film.
- Be able to define the term "treaty" and summarize the impact of Treaty No. 9 on Indigenous peoples in Canada.
- Be able to apply the issues discussed in Treaty No. 9 to other historic treaties and/or the modern treaty process.
- Further understand how youth can be champions or advocates with regard to Indigenous issues that are important to them.
- Make connections between the two films with regard to how the youth brought change to their respective communities.

CineFest

| Subject Matter | Big Ideas | Inquiry questions |
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| Social Studies (History, Law and Geography) | <ol style="list-style-type: none"> 1. Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism (from Contemporary Indigenous Studies 12) 2. The impact of contact and colonialism continues to affect the political, social, and economic lives of B.C. First Peoples 3. Moving images offer dynamic ways of exploring identity and culture. | <ol style="list-style-type: none"> 1. How are indigenous people reclaiming mental, emotional, physical and spiritual well-being despite the continuing effect of colonialism? 2. How are the impact of colonialism are still felt and lived by first peoples of Canada? 3. How do moving images shape one’s way of exploring identity and culture. |

| | (SWBAT) | I will know because |
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| Curricular competencies | <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Assess the credibility and justifiability of evidence, data, and interpretations (evidence) • Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change) • Explore the role of story and narrative in expressing First Peoples perspectives, values, and beliefs, including protocols related to ownership of First Peoples oral texts | <ul style="list-style-type: none"> • Students will work in groups to participate in the project base scenario of participating in the litigation process for a class action law suit for the right of indigenous peoples |

Sequence of activities

| Lesson 1 & 2 | Lesson 1& 2 | Lesson 3 &4 | Lesson 5 | Lesson 6 | Lesson 7 |
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| <p>Main Questions:</p> <ol style="list-style-type: none"> 1. Who is Alanis Obomsawin? 2. Why does she make documentaries? 3. Does a documentary contain biases? 4. What is bias and point of view? 5. What influences our biases, and points of view? 6. How can we watch documentaries with a critical eye? | <p>Main Questions:</p> <p>What do these terms signify?</p> <ul style="list-style-type: none"> • Indigenous, Aboriginal, Metis and Inuit • Treaty, and numbered treaties of Canada • Oral history & Evidence • Duncan Campbell Scott • Chief Theresa Spence • Idle no More • The Royal Proclamation of 1763 • Reserve Land • Constitution of Canada & the Crown | <p>Main Questions:</p> <p>Where is James Bay and where are the boundaries of Treaty No. 9. as outlined in 1905?</p> <p>What is central the issue in <i>Trick or Treaty</i>?</p> | <p>Main Questions:</p> <p>1.What does to “cede”, to “surrender” or to “release” and to “give up” a land mean to non-Indigenous people? What is our point of land acknowledgement today and what are the repercussions of it as we practice it on regular basis?</p> <p>How did Indigenous Peoples interpret the signed treaty?</p> <p>What are some of the differing viewpoints on the intended outcomes of Treaty No.9?</p> <p>What is the key role of the oral history in Indigenous culture? What are some examples when the oral history was deemed an acceptable source of evidence in the court system and finally led to winning court cases by Indigenous Peoples?</p> | <p>Main Questions:</p> <p>How can one question and critically assess a finding?</p> <p>How can one defend their argument?</p> | <p>Main Questions:</p> <p>Moving on to <i>Hi-Ho Mistahey</i></p> <p>Can you create change in society?</p> <p>Who is Shannen Koostachin?</p> <p>According to James Bay treaty, what were commissioners seemingly pledging with regards with Indigenous education?</p> <p>Do you think the Canadian government has fulfilled their obligations of Treaty no.9?</p> |

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| <p>Main activities:</p> <p>The class will watch the short introductory clip about Obomsawin and in groups of 3 they will find answers to today's main questions listed above. Teacher will debrief the answers, student share their responses.</p> | <p>Main activities:</p> <p>Using inquiry process individually or in groups of maximum 3, students will gather information, analyze and communicate findings about assigned concept to a larger group of 5 to 6 students</p> | <p>Main activities:</p> <p>Teacher will show the <i>James Bay region</i> on Google Maps and draw students' attention to Ontario, Hudson Bay and Quebec on the map</p> <p>Share the film summary with class before screening. Students will watch the movie and take notes</p> | <p>Main activities:</p> <p>Use the research questions above for this activity or add more with student input and ideas.</p> <p>Two groups of students will be assigned to each of the research questions and each group will work independently of the other on each question. Students will have the whole class to work on their responses. Gather information, synthesize a solid argument and be prepared to criticize and defend their arguments</p> | <p>Main activities:</p> <p>For each question showing up on the board/screen two assigned groups will stand up. One group will present answers and the other will question and critically assess it.</p> | <p>Main activities:</p> <p>Students will take a few minutes and reflect upon question on the board.</p> <p>students will read the article from Huffington post about Shannen Koostachin</p> <p>Students will be directed through a think/pair/share</p> <p>Students will hand in their responses in one these formats:</p> <ul style="list-style-type: none"> • 250 words written texts. • A rap song • A haiku • A visual journal entry with the notes about the theme of the class |
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| <p>Resources for teacher facilitation:</p> <ul style="list-style-type: none"> Clip of Alanis Obomsawin: nfb.ca/film/making_movie_history_alanis_obomsawin | <p>Resources for teacher facilitation:</p> <p>--For this class students will need access to computer/iPads and internet</p> <ul style="list-style-type: none"> Numbered Treaties- University of Manitoba Charlie Angus speaking about Treaty 9 in the house of Common Useful page on Indigenous rights from the Royal Proclamation of 1763 and other related terms | <p>Resources for teacher facilitation:</p> <p>https://www.nfb.ca/film/trick_or_treaty/.</p> | <p>Resources for teacher facilitation:</p> <p>For this class and the next class the teacher must prepare their students to debate, if the class does not have any experience in debating, teacher may need to spend an extra lesson to prepare the students</p> | <p>Resources for teacher facilitation:</p> <p>Resources for setting up a debate space in the classroom</p> | <p>Resources for teacher facilitation:</p> <p><i>"The real agreement as orally agreed to".</i></p> <p>https://www.huffingtonpost.ca/charlie-angus/shannen-koostachin_b_1197267.html?guccounter=1</p> |
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| Lesson 8 & 19 | Lesson 10 | Lesson 11 |
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| <p>Main Questions:</p> <p>What is the movie <i>Hi-Ho Mistahey</i> about?</p> <p>What does the title mean in English?</p> | <p>Main Questions:</p> <p>How has the Canadian government fared on its pledge to Truth and Reconciliation since the inception of the 94 calls to action?</p> | <p>Main Questions:</p> <p>How can youth be vital agents of change? Give examples</p> <p>What are the issues today that you think you need to fight for and be a positive agent for change?</p> |
| <p>Main activities:</p> <p>Students will read the synopsis of the movie and watch the movie in class</p> | <p>Main activities:</p> <p>Students will break down in 3 large groups of proponents, opponents and the jury. After the initial 20 minutes time of gathering information and making judgments students will form debate on their cases.</p> | <p>Main activities:</p> <p>Students will brainstorm and write all their ideas on the big poster paper. Students will select the top 3 issues through critically assessment and elimination process. Students can research and present on how examples of global youth getting involved with issues to make change in their communities.</p> |
| <p>Resources for teacher facilitation:</p> <p>https://www.nfb.ca/film/hi-ho_mistahey_en/</p> | <p>Resources for teacher facilitation:</p> <p>video about the gap between First Nations students and the rest of Canada</p> <p>Half of First Nations youth live in poverty-CBC news</p> <p>Government's delivery of TRC's call to action- Assessment</p> <p>https://www.aptnnews.ca/national-news/canada-has-made-dreadful-progress-in-fulfilling-trcs-calls-to-action/</p> | <p>Resources for facilitation:</p> <p>https://www.globalpartnership.org/blog/10-ways-youth-are-improving-education-around-world</p> |

Extension Activities:

Teachers who wish to engage their students further with this unit may also want to explore the following themes and activities. These are variations on activities for the theme of Indigenous Peoples and social justice issues in Canada.

- Have students compare and contrast the treaty of Waitangi in New Zealand and James Bay treaty. Have students to look at the oral and written format of each of the treaties. Is this treaty still relevant today as it is the case with James Bay treaty? Why does New Zealand have two versions of Waitangi treaty?
- Have a discussion on the Canadian Charter of Rights and Freedoms, including Aboriginal rights. Does Treaty No. 9 ignore Aboriginal rights as outlined in the Charter and in the Royal Proclamation of 1763?
- Have students complete a timeline or a map that shows the numbered treaties in Canada and the main points of each treaty.
- Have students complete a mapping assignment that illustrates the traditional territories that make up the boundaries of the James Bay Treaty.

Credits:

This guide is adapted from NFB Education's resources for *Trick or Treaty*, and *Hi-HO-Mistahey* which was originally written by Brad Baker and Stephanie Maki. This reference can be retrieved from this [link](#).