

VANCOUVER BIENNALE

BIG IDEAS WITH FILM

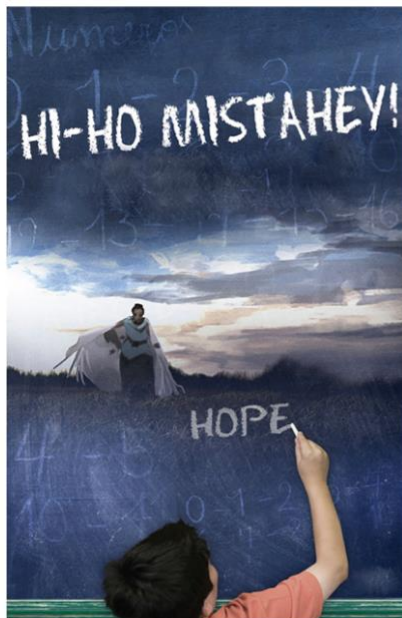
— TEACHER'S GUIDE

Unit Title: Rights, Land, Education

Films: *Trick or Treaty* (1 hr 24 min), *Our People Will Be Healed* (1 hr 37 min) and *Hi-Ho Mistahey!* (1 hr 39 min)

Time required: 10-12 classes

Grade(s): 10-12



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Unit Overview:

This guide has been designed to accompany 3 documentary films *Trick or Treaty*, *Hi- Ho Mistahey!* And *Our People Will Be Healed*, directed by the world-renowned Abenaki film director Alanis Obomsawin. The films and this guide give students a deeper understanding of Treaty No.9 that governed Indigenous peoples' lives in Northern Ontario and Quebec, and the ongoing fight for treaty rights including education for Indigenous communities.

Students will learn about Alanis Obomsawin's purpose for storytelling by viewing her documentary films in class or at home. Working in groups, they will research reliable information using secondary sources to learn about various dimensions of Canadian history and treaties that have been impacting and regulating Indigenous people's lives for over 400 years. Together they will gather information, analyze findings, synthesize judgements and present educated opinions to their peers. Teachers' committing to exploring social justice issues and Indigenous Peoples of Canada should aim to 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 begin to evaluate the Canadian government's actions with respect to Indigenous lives over the past 120 years. This history is a significant component to Canadian society today, 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, and why they continue to fight for the rights they were promised. This guide will help students understand perspectives on the social, cultural and historical dimensions of Canadian colonialism and its often- detrimental effect on First Peoples of Canada.

About the Films:

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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 area 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.

Our People Will Be Healed

2017 | 1 h 30 min

Our People Will Be Healed, Alanis Obomsawin's 50th film, reveals how a Cree community in Manitoba has been enriched through the power of education. The Helen Betty Osborne Ininiw Education Resource Centre in Norway House, north of Winnipeg, receives a level of funding that few other Indigenous institutions enjoy. Its teachers help their students to develop their

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abilities and their sense of pride. This is a powerful look at a community's focus on education and it connects well with *Hi-Ho Mistahey!*

Note: If there is not enough time to cover all 3 films in class, *Our People Will Be Healed* could be optional, or viewed at home as homework.

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:

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 three films with regard to how the youth play a vital role and are central for change to their respective communities.

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Subject Matter	Big Ideas from BC Curriculum	Inquiry Questions
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 impacts of colonialism still felt and lived by first peoples of Canada? 3. How do moving images shape one's way of exploring identity and culture?

Curricular Competencies

(SWBAT)	I will know because
<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 	<ul style="list-style-type: none"> ● Students will work in groups to participate in debates drawing from the current and historic events explored in Obomsawin's films, and present project-based research exploring youth as

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<p>for different people, places, events, phenomena, ideas, or developments (continuity and change)</p> <ul style="list-style-type: none"> • 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 	<p>catalysts for change in the world.</p>
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Suggested Sequence of Lessons

	Main Questions	Main Activity	Resources
Lessons 1+2	<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>What do these terms signify?</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, and students share their responses.</p> <p>Process individually or in groups of maximum 3, students will gather information, analyze and communicate findings about</p>	<p>Clip of Alanis Obomsawin:</p> <p>nfb.ca/film/making_movie_history_alanis_obomsawin</p> <p>For this class students will need access to computer/iPads and internet</p> <p>Numbered Treaties- University of Manitoba</p>

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	<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	assigned concept to a larger group of 5 to 6 students	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
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	Main Questions	Main Activity	Resources
Lessons 3+4	<p>Where is James Bay and where are the boundaries of Treaty No. 9. as outlined in 1905?</p> <p>What is the central issue in <i>Trick or Treaty</i>?</p>	<p>Teacher will show the James Bay region 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 film and take notes</p>	https://www.nfb.ca/film/trick_or_treaty/ .

	Main Questions	Main Activity	Resources
	<p>1. What does to "cede", to "surrender" or to "release" and to "give up" a land mean to non-Indigenous people? What is the purpose for land acknowledgements</p>	<p>Use the research questions (left) for this activity or add more with student input and ideas.</p>	<p>For this class and the next class the teacher can prepare their</p>

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Lesson 5	<p>that we often say in Canada today and what are the repercussions of it as we practice it on a 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 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>	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	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
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	Main Questions	Main Activity	Resources
Lesson 6	<p>How can one question and critically assess a finding?</p> <p>How can one defend their argument?</p> <p>Do all Indigenous peoples have the same ways of living?</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>Resources for setting up a debate space in the classroom</p>

	Main Questions	Main Activity	Resources

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Lesson 7	<p>Moving on to <i>Hi-Ho Mistahey</i> and <i>Our People Will Be Healed</i></p> <p>Can you create change in society?</p> <p>Who is Shannen Koostachin?</p> <p>According to the James Bay treaty, what were commissioners seemingly pledging with regards to Indigenous education?</p> <p>Do you think the Canadian government has fulfilled their obligations of Treaty no.9?</p>	<p>Students will take a few minutes and reflect upon questions 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 of 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 	<p>“The real agreement as orally agreed to”.</p> <p>https://www.huffingtonpost.ca/charlie-angus/shannen-koostachin_b_1197267.html?guccounter=1</p>
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	Main Questions	Main Activity	Resources
Lessons 8-10	<p>What is the movie <i>Hi-Ho Mistahey</i> about? What does the title mean in English?</p> <p>Why would Obomsawin want to make a film about the school in <i>Our People Will Be Healed</i>?</p> <p>What impact is this kind of education having on students and community?</p>	<p>Students will read the synopsis of the 2 films and watch them in class or as homework</p>	<p>https://www.nfb.ca/film/hi-ho_mistahey_en/</p> <p>https://www.nfb.ca/film/our-people-will-be-healed/</p>



	Main Questions	Main Activity	Resources
Lesson 11	How has the Canadian government fared on its pledge to Truth and Reconciliation since the inception of the 94 calls to action?	Students will break down in 3 large groups of proponents, opponents and the jury. After the initial 20 minutes gathering information and making judgments, students will debate their cases.	video about the gap between First Nations students and the rest of Canada Half of First Nations youth live in poverty- CBC news Government's delivery of TRC's call to action- Assessment https://www.aptnnews.ca/national-news/canada-has-made-dreadful-progress-in-fulfilling-trcs-calls-to-action/

	Main Questions	Main Activity	Resources
Lesson 12	How can youth be vital agents of change? Give examples. What are the issues today that you think you need to fight for and be a positive agent for change?	Students will brainstorm and write all of their ideas on the big poster paper then select the top 3 issues through a critical assessment and elimination process. Students can research and present examples of global youth getting involved with issues to make change in their communities.	https://www.globalpartnership.org/blog/10-ways-youth-are-improving-education-around-world

Extension Activities:

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Interested in engaging students further with this unit? The following variations on expanded activities continue to build on unit themes of Indigenous Peoples and social justice issues in Canada and worldwide.

- Have students compare and contrast the treaty of Waitangi in New Zealand and James Bay treaty. Have students look at the oral and written format of each of the treaties. Is this treaty still relevant today as is the case with the 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 Indigenous rights. Does Treaty No. 9 ignore or address Indigenous 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 list 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.



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Credits: This guide is adapted in part 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 found here - [link](#).

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