

LESSON PLAN: Indigenous Women's Activism

Lesson Topic: Indigenous Women's Activism
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Grade and Strand: Grade Ten, Strand E

Note: This lesson plan was initially designed for high school teachers with the Ontario-based curriculum requirements for grade ten Canadian history in mind. However, it can be used with students from grades ten through twelve. Community colleges and university instructors may also wish to adopt or modify the lesson plan for their own classes. The plan contains highly sensitive materials that may cause students discomfort, unease, or possibly “trigger” a recurrence of trauma, so we ask that appropriate measures be taken. More detailed comments can be found below.

Lesson Critical Inquiry:

In this lesson the topic of Indigenous women's issues and concerns during the late 20th century and Indigenous activism will be investigated. Students will have the opportunity to examine the related topics of violence against Indigenous women, and the violation and lack of Indigenous women's fundamental rights in Canada. Students will also look at how Indigenous women have organized and empowered themselves in Canadian society, especially during the late 20th century.

A Note on Language:

This lesson plan talks about violence against Indigenous Women and Girls and names this violence. Students may feel uncomfortable and be unsure of what is meant by the use of this word. Teachers can talk to students about the spectrum of violence (physical, emotional, sexual, structural), and the importance of individual and community safety.

Teacher Trigger Warning:

This lesson plan contains highly sensitive materials related to racism, gender-based violence, and Missing and Murdered Indigenous Women and Girls. This lesson may cause students discomfort, unease, or possibly “trigger” a recurrence of trauma. Out of a concern for the safety and mental health of your students, some of whom may have experienced a trauma that corresponds with that being addressed in the materials, we ask you to consider the following. Please warn the students of the sensitive nature of the materials for this unit and prepare them emotionally for the content or to decide not to interact with the content. The lesson plan has built-in units for student feedback and group discussions, but please ensure that students have all the opportunity they need to discuss the material without singling out any one student because you think or know they have personal knowledge of the issues being discussed.

Some students who have experienced a corresponding trauma in their own lives may be personally ready to address the issue in an academic/education context, but others will not. Please note that students might cope with triggering content in a variety of ways, including engaging actively with the materials, withdrawing from discussion, appearing inattentive, or creating distractions during

class. Try to create space for different types of responses to the content. You might also consider checking in with a student or proactively offering an alternative assignment to a student whose behaviour appears out of character.

Student Trigger Warning:

This lesson plan includes materials (video and primary documents) that discuss upsetting material related to racism, gender-based violence, and Missing and Murdered Indigenous Women and Girls. You may find this content disturbing or traumatizing. Please do your best to prepare yourself beforehand and reach out for support if you need to. If you believe that you will find the discussion traumatizing, you may choose to leave the classroom or not participate in the discussion. Since you will still be responsible for covering the material, please arrange to get notes from another student and/or arrange to speak with your teacher about the possibility of either completing this assignment without exposure to some of the class materials or developing an alternative but related assignment.

Curriculum Expectations

Overall and Specific Curriculum Expectations:

E 1.1 Describe various social and cultural trends and developments in Canada since 1982.

E 1.4 Describe some key political developments and/or government policies that have affected Indigenous peoples in Canada since 1982.

E 2.1 Describe some significant ways in which Canadians have cooperated and/or come into conflict with each other since 1982.

E 2.3 Identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit individuals and communities since 1982.

E 3.1 Describe contributions of various individuals, groups, and/or organizations to Canadian society and politics since 1982.

E 3.3 Assess the significance of public acknowledgements and/or commemoration in Canada of past human tragedies and human rights violations, both domestic and international.

Disciplinary Thinking Concepts:

- Historical Significance
- Cause and Consequence
- Continuity and Change
- Historical Perspective

Lesson Planning

Assessment

Minds On Activity

Learning Skills & Work Habits

- Independent Work, Responsibility, Initiative and Self-Regulation

Evidence Based Activity One

Diagnostic Assessment:

Observation and anecdotal notes of students' headlines, accompanying pieces of evidence and participation and quality of answers to the historical thinking concepts questions.

Formative Assessment:

- Headlines can be submitted as work samples to be assessed using the Headlines Activity Rubric.
- Students' participation and quality of responses to the historical thinking concepts questions can be evaluated using the Headlines Activity Rubric.

Summative Assessment:

- Incorporate the content into the unit test or a final unit project/report.

Evidence Based Activity Two

Diagnostic Assessment:

- Observation and anecdotal notes of students' brainstorm list, Concept Maps and the participation and quality of discussion during the historical thinking concepts discussion questions.

Formative Assessment:

- Using the Concept Map Rubric, assess students' submitted concepts maps and the quality of the answers and participation related to the historical thinking discussion questions.

Summative Assessment:

- Incorporate the content into the unit test or a final unit project/report.

Consolidation and Debrief

Formative Assessment:

- Students can submit their 'Consolidation and Debrief In-Class Exit Card' and Consolidation and Debrief Entrance Card for a completion check.

Key Vocabulary:

- Aboriginal
- Indigenous
- Activism
- Advocacy
- Chief
- Colonialism
- Discrimination
- First Nations
- Human Rights
- Indian
- *Indian Act*
- Inequality
- Inuit
- Métis
- Primary Source
- Racism
- Secondary Source
- Self determination
- Violence

Materials/Resources Required:

- [*For Angela \(short film, 24 mins.\)*](#)
- [*"I remember" and "Overlooked" \(short videos\)*](#)
- Film Questions (class set)
- Video Questions (class set)
- Chart Paper
- Internet Access & computers (class set)
- Headlines Rubric
- Concept Map Group Rubric
- Consolidation and Debrief Exit Card
- Consolidation and Debrief Entrance Card
- *Primary sources from: [Rise Up: A Digital Archive of Feminist Activism:](#)
 - [Breaking Free: A Proposal for Change to Aboriginal Family Violence](#)
 - [Education Wife Assault - Resource List for the Native Community](#)
 - [Native Women's Resource Center Toronto - A Guide for Native Women](#)
 - [Violence in Aboriginal Communities](#)
 - [Voices of Aboriginal Women: Aboriginal Women Speak Out About Violence](#)
 - [What to do if you are abused and/or battered](#)

- [Pauktuutit Inuit Women's Association Annual Report 1984-85](#)
- [Pauktuutit Inuit Women's Association Annual Report 1985-86](#)
- [Voicing the Women's Perspective](#)
- [Aboriginal Women's Roundtable on Gender Equality](#)
- [Bulletin: Canadian Association in Support of the Native Peoples](#)
- [Indian Women of Tobique Appeal for Support](#)
- [Native Women and the Constitution: An I.R.I.W. Publication](#)
- [International Women's Day: Women Say No to Racism](#)
- [International Women's Day Equal Employment Opportunities for Native Women](#)

Lesson Part One: Minds On

Minds On Activity for Evidence Based Activity One

Materials/Resources Required:

- [For Angela \(short film\)](#)
- Film questions (class set)

About the Film:

This short film (24:41) focuses on the impact of racist discrimination. It tells the story of Rhonda Gordon and her daughter, Angela, who became the targets of harassment one day at the bus stop. Seeing how this experience affects her young daughter, Rhonda confronts the harassers and challenges harmful stereotypes about Indigenous people. This film was released in 1993 and teachers are encouraged to explore the continued relevance of this film with their students.

Instructions:

Prior to viewing the short film (*For Angela*), distribute the film questions to each student. Review the short film questions with the students prior to filming and remind students to make notes based on these questions during viewing. After viewing, discuss the questions as a class and debrief the short film.

Trigger Warning (Suggested wording for teachers):

“This film focuses on discrimination, specifically racial stereotypes about Indigenous people, and portrays the impact this has on a young girl and her mother. Please do your best to prepare yourself emotionally for this. It is normal to find the material we are discussing upsetting and your emotional well-being is important to me. If you need a break from the material or discussion, please take one. You are also encouraged to speak to me individually about developing a related or alternative assignment”.

Assessment Strategies:

- During this Minds On Activity, teachers/instructors can assess students on learning skills such as Independent Work, Responsibility, Initiative and Self-Regulation.
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Minds On Activity for Evidence Based Activity Two**Materials/Resources Required:**

- [“I remember” \(video\)](#)
 - [“Overlooked” \(video\)](#)
 - Video questions (class set)
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About the resources:

"I remember" is a short spoken word poem (1:49), written and performed by two high school students. This poem speaks about Missing and Murdered Indigenous Women and Girls from two perspectives, that of a young Indigenous woman (Mia) and her white Québécois friend (Mina). In the second short video (5:15), Mia talks about her motivations for using poetry to share a story about MMIWG. Teachers might choose to first show "I remember", followed by "Overlooked" or they may choose to only screen "Overlooked" which features the poem and provides context.

Instructions:

Prior to viewing the videos, distribute the video questions to each student. Review the video questions with the students prior to filming and remind students to make notes based on these questions during viewing. After viewing, discuss the questions as a class and debrief the videos. Encourage students to make connections to the short film, For Angela, which they watched previously.

Trigger Warning (Suggested wording for teachers):

“The videos we are about to watch speak about Missing and Murdered Indigenous Women and Girls from the perspectives of two young women. One of the young women is Indigenous and one is a white Québécois student. Please do your best to prepare yourself emotionally for the content in this video. It is normal to find the material we are discussing upsetting and your emotional well-being is important to me. If you need a break from the material or discussion, please take one. You are also encouraged to speak to me individually about developing a related or alternative assignment”.

Assessment Strategies:

- During this Minds On Activity, teachers/instructors can assess students on Learning Skills & Work Habits such as Independent Work, Responsibility, Initiative and Self-Regulation.

Lesson Part Two: Inquiries & Assessment

Evidence Based Activity One

Inquiry Focus: Using Historical Sources to Think about Violence against Indigenous Women and Activism by Indigenous Women.

Inquiry Question: How were Indigenous women impacted by violence and abuse and how did Indigenous women respond to this issue of violence?

Materials & Set Up Required:

- Chart Paper
 - Internet Access & computers (class set) or a class set of the set of sources printed
 - 'Headlines' Rubric
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Instructions:

In this activity, students will be instructed to create a headline that reflects their newly developed knowledge derived from analyzing a set of primary (or original) documents from the past that deal with violence against Indigenous women and Indigenous women's activism related to the issue. Most of the documents are from the 1980s and 1990s and one is from 2000. Refer to the resources at the end of this document for information about using primary resources in the classroom.

1. Review a Set of Rise Up Primary Sources

Students are instructed to independently read and examine a set of primary sources from the past, specifically the 1980s, the 1990s, and one from 2000. Most of the documents were produced by Indigenous women's organizations that, sometimes with the support of social agencies or other partners, broke a long-standing silence about violence. Some documents also include photographs that also help to provide a sense of the historical era in which these women were active.

Provide the following focus question in order to guide students' examination: What do these sources tell us about violence against Indigenous women and Indigenous women's activism against violence? Remind students that they should be looking for patterns across the documents. For example, students could identify patterns in the types of violence discussed, or the factors given to explain the issue, or the supports then available (or not) to Indigenous women, or the strategies Indigenous women used to raise awareness, and/or the policy and other recommendations they made to redress the problem of violence. Ensure that the students understand they are reading historical sources and should think about who produced a given document and why. See the additional resources at the end of this lesson plan for other useful questions to help students use and interpret primary resources in the classroom.

Set of Primary Documents (all located on the Rise Up website)

****Please note that teachers may select which of the following sources to use)***

1. [Breaking Free: A Proposal for Change to Aboriginal Family Violence](#)
 - 1989 Total 40 pp.
 - Read: Preface (iii); Part I “Analysis...” (pp 5-9); Part V “Summary of Extent of Problem” (32); Part VI “Proposal for Action” (33-39) Total 12 pp.
2. [Education Wife Assault - Resource List for the Native Community](#)
 - 1987 Total 6 pp.
 - List of resources. No need to excerpt.
3. [Native Women's Resource Center Toronto - A Guide for Native Women](#)
 - circa 1987 12 pp.
 - Short pamphlet. No need to excerpt or Read: pp 2-5, and 8-12 for Total 9 pp.
4. [Violence in Aboriginal Communities](#)
 - 1984 Total 16 pp.
 - Read: 72-top of 74; 76-82. Total 10 pp.
5. [Voices of Aboriginal Women: Aboriginal Women Speak Out About Violence](#)
 - 1991 28 pp.
 - Introduction (1-4); Testimonial/Rose (11-15); Healing/Liza (22-25); Directions for Change (25-28) Total 13 pp (but small pamphlet format).
6. [What to do if you are abused and/or battered](#)
 - 2000 Total 7 pp.
 - No need to excerpt.
7. [Pauktuutit Inuit Women's Association Annual Report 1984-85](#)
 - 1985. Total 25pp/English
 - Read: “What is IWA” 2; “Conference on Inuit Women & Economic Development,” 4-12, AGM 13-16 Total 14 pp. Also look at photos.
8. [Pauktuutit Inuit Women's Association Annual Report 1985-86](#)
 - 1986 Total 16pp/English
 - Read: “IWA Objectives,” 3; Report on AGM, 5-8; Regional Workshop Reports, 10-12 Total 8 pp. Also look at photos.

*A note on the primary resources:

Many of the primary documents in the list above focus on gender-based violence in the family. Please note that these are historical materials and reflect some important conversations from the time period being represented. However, current research on violence towards Indigenous women and girls shows that the majority of this violence comes from outside of Indigenous communities. Communicate this important message to the students because it challenges stereotypes about Indigenous communities, families and men. Additional information can be found in the resources at the conclusion of the lesson plan.

2. Explain the concept of a headline

Gauge students' understanding of headlines.

Ask the students:

1. What is a headline?
2. What is the purpose of a headline?
3. Are headlines influential?
4. Can a headline distort the truth or shape evidence?

The teacher can opt to provide the following explanation: a headline is a short, clear and specific title with approximately five to ten words that grabs a reader's attention and summarizes the main topic or importance of a story. Headlines can be used to influence the public in a purposeful way. This influence can be positive or negative and can be both truthful or deceptive.

Teachers are encouraged to show a current headline from a local newspaper to use as an example. The headline preferably fits in with the topic of violence against Indigenous women or Indigenous women's activism.

Ask the students:

1. What is the purpose/message of this headline?
2. Is this headline influential?
3. How is it influential?
4. How do you know it is from the primary sources you examined?

2. Create a Headline

Students will now create a headline that accurately depicts violence against Indigenous women and Indigenous women's activism during the 1980s and into the 1990s, using the sets of primary documents and their initial notes on the focus question. Distribute one piece of chart paper to groups of 2-3 students. Each group is asked to create a headline that accurately informs the public about the contents of the set of primary sources on violence against Indigenous women and Indigenous women's activism. The headline should be unique and not similar or identical to the titles of the Rise Up primary sources. A general rule for the headline is that it be no more than twelve words in length and include a specific subject or topic. Students are to compose an explanation of how they created their headline and its significance. The explanation may be between two to three sentences.

3. Evidence

To accompany the students' headlines with content, each student is instructed to include three pieces of evidence that they recorded from the set sources they examined and draw connections between the **evidence and the significance** of their headline.

4. Share Headlines

Conduct a "Gallery walk" with students' headlines displayed throughout the room, allowing the students to maneuver and transition throughout the room. Students are instructed to take informal notes on the exhibit of headlines, identifying similarities and differences between the headlines. Once students have had a chance to view a sufficient number of headlines around the room, debrief the activity as a class.

5. Debrief of Activity - Historical Thinking Concepts Questions

Ask the students:

1. What do these sources tell us about violence against Indigenous women and Indigenous women's activism?
2. What were the major concerns of Indigenous women's groups in regards to violence against Indigenous women?
3. In the case of the Pauktuutit readings, what is the range of issues being addressed? How do they differ from the other primary documents on the list?
4. Why has Indigenous women's activism against violence been significant to Indigenous communities in Canada?
5. What were the short term and long term consequences of Indigenous women's activism against violence?
6. What social attitudes were reflected in the lack of protection against violence for Indigenous women until the end of the 20th century?
7. What impact has Indigenous women's activism against violence had on the Canadian government's colonialist policies towards Indigenous communities?
8. To what extent did Indigenous women have a legal voice in responding to violence against Indigenous women in Canada historically? Does their involvement today represent a change in or a continuation of their historical role?
9. To what extent is historical violence against Indigenous women and Indigenous women's activism against violence similar or dissimilar to violence and activism in the current day?
10. Why was the end of the 20th century a historically significant period of time for Indigenous women in Canada?

Assessment Strategies:

Diagnostic Assessment:

- Observation and anecdotal notes of students' headlines, accompanying pieces of evidence and participation and quality of answers to the

historical thinking concepts questions.

Formative Assessment:

- Headlines can be submitted as work samples to be assessed using the Headlines Activity Rubric.
- Students' participation and quality of responses to the historical thinking concepts questions can be evaluated using the Headlines Activity Rubric.

Summative Assessment:

- Incorporate the content into the unit test or a final unit project/report.

Accommodation Considerations:

Accommodations and/or modifications can be applied to this evidence based activity. Consider some of the following suggestions:

- Increase/decrease time, space or amount of work required of the students during the inquiry activity. The evidence list and the number of sources can be adjusted accordingly.
- Provide students with an oral explanation and/or one-on-one guidance throughout the activity.
- Use peer tutor/partners throughout the activity and pair students to work and collaborate on the activity. This strategy can also be applied to the gallery walk in order to enhance learning and understanding.

Evidence Based Activity Two

Inquiry Focus: Rights of Indigenous Women and Activism.

Inquiry Question: What issues/concerns did Indigenous women have during the period between 1980 and the 1990s, in terms of their rights and freedoms, and how were they engaging in healing practices and education work to promote change?

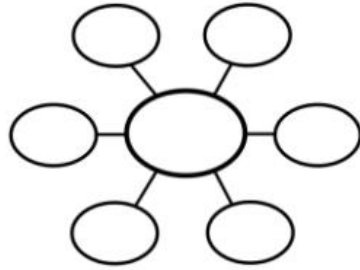
Materials & Set Up Required:

- Chart Paper
- Internet Access & computers (class set) or a class set of the set of sources printed
- Concept Map Group Rubric

Instructions:

Students will engage in the creation of a concept map. Students will create a visual representation of their knowledge and conceptualization of the following inquiry question: what issues/concerns did Indigenous women have during the 1980s to the 1990s in terms of their rights and freedoms, and what were Indigenous women doing to change or repair these issues?

1. **Brainstorm:** In groups of 2-3, students will create a brainstorm organizer of their choice (e.g. list, bubble, cluster, etc). Write the inquiry question in the center circle, and in the surrounding circles, include words, phrases or concepts about the inquiry question. Invite students to share their brainstorm organizers with the class.



Brainstorm Bubble Example

2. **Gather Primary Evidence:** Students are instructed to read and examine a set of primary sources in their groups of 2-3. Present the following focus question to guide students' examination: what issues/concerns did Indigenous women have during the 1980s to the 1990s in terms of their rights and freedoms, and how were they engaging in healing practices and education work to promote change. In addition, while reading and analyzing the primary sources, each group will add to their brainstorm organizers any new words, phrases, or concepts related to the inquiry question.

Set of Primary Documents (all located on the Rise Up website)

****Please note that teachers may select which of the following sources to use)***

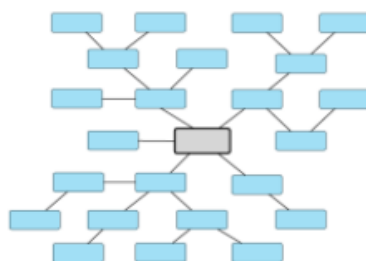
1. [Voicing the Women's Perspective](#)
2. [Aboriginal Women's Roundtable on Gender Equality](#)
3. [Bulletin: Canadian Association in Support of the Native Peoples](#)
4. [Indian Women of Tobique Appeal for Support](#)
5. [Native Women and the Constitution: An I.R.I.W. Publication](#)
6. [International Women's Day: Women Say No to Racism](#)
7. [International Women's Day Equal Employment Opportunities for Native Women](#)

3. **Creating a Concept Map:**

In the same groups of 2-3, ask students to reflect on their brainstorm list and determine similar concepts, preferably ranked from the most general to the most specific.

Next, ask the students to write the inquiry question stated above in the center of a piece of new chart paper. Students will begin to record their organized brainstorm ideas in a hierarchical format under or surrounding the inquiry question. Encourage students to record no less than five brainstormed categories. In addition, students can use colour, graphics, symbols, abbreviations, etc., to help organize and enhance their concept map.

Next, students are to reflect in their groups on the connections between their various categories on their concept map. Students are to use lines, dotted lines or arrows to visually represent these connections. Students should include a 1-2 sentence explanation of how their group came to make that connection.



Concept Map Example

4. Sharing the Concept Maps

Each group is invited to take 2-3 minutes to share the content of their concept map and what they learned about the inquiry question.

5. Debrief of Activity - Historical Thinking Concepts Questions

Ask the students:

1. What challenges did Indigenous women face in regards to their freedoms and rights at the end of the 20th century? Do similar challenges still exist today?
2. What social attitudes were reflected in the lack of freedoms and rights for Indigenous women at the end of the 20th century?
3. What were the major concerns of Indigenous women activist groups at the end of the 20th century?
4. To what extent were Indigenous women successful in their activism and in gaining recognition in Canadian society during the end of the 20th century? Did the successes improve the situation they faced in the past? Since Confederation?
5. What impact did Indigenous women's activism in regards to Indigenous women's rights and freedoms have on Canadian society and for Indigenous communities?
6. What impact did the Canadian government's response to the changing rights and freedoms of Indigenous women have on Indigenous

population and non-Indigenous populations in Canada?

7. Why was the end of the 20th century a **historically significant** period for Indigenous women in Canada?

Assessment Strategies:***Diagnostic Assessment:***

- Observation and anecdotal notes of students' concept maps, accompanying pieces of evidence and participation and quality of answers to the historical thinking concepts questions.

Formative Assessment:

- Concept maps can be submitted as work samples to be assessed using the concept map activity rubric.
- Students' participation and quality of responses to the historical thinking concepts questions can be evaluated using the concept map activity rubric.

Summative Assessment:

- Incorporate the content into the unit test or a final unit project/report.
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Accommodation Considerations:

Accommodations and/or modifications can be applied to this evidence-based activity. Consider some of the following suggestions:

- Increase/decrease time, space or amount of work required of the students during the inquiry activity. The number of sources can be adjusted accordingly.
- Provide students with an oral explanation and/or one-on-one guidance throughout the activity.
- Provide the option for students to work in smaller groups to collaborate on this activity.
- Highlight key concepts and ideas in the set of sources for a student to examine. Provide select sections of the sources for a student to examine.
- Allow a student to use a digital program to create a concept map (such as Microsoft Word).

Lesson Part Three: Consolidation and Debrief

Consolidation and Debrief Exit/Entrance Card

Distribute and have students complete the 'Consolidation and Debrief Exit Card' and the 'Consolidation and Debrief Entrance Card'. Teachers can share the results of the exit cards in the next lesson where appropriate and provide time in the next lesson for students to share their reflection from their Consolidation and Debrief Entrance Card.

Assessment Strategies:***Formative Assessment:***

- Students can submit their 'Consolidation and Debrief In-Class Exit Card' and Consolidation and Debrief Entrance Card for a completion check.

Film Questions

Name:

Date:

Instructions:

Think about and answer the following questions while viewing the short film.

1. What is the focus of the film?

2. What is the main message of the film?

3. Who benefits from sharing the message in this particular way?

4. Why might the filmmaker have created this film with this message?

5. Do you think the message of this film continues to be relevant? Why or why not?

6. What is your previous knowledge of this topic? What questions do you have about this topic?

Headlines Activity Rubric

Criteria	Met	Not Met
Knowledge of content (Headline) The student demonstrates thorough knowledge and understanding of the set of primary sources, and demonstrates that they actively engaged with the content during the activity.		
Expression and Organization of ideas and information (Headline) The student expresses and organizes ideas and information taken from the set of sources in their headline and accompanying evidence with a considerable amount of effectiveness		
Thinking - Use of Critical/Creative Thinking Processes (Historical Thinking Concepts Questions) The student applies concepts of historical thinking concepts using inquiry, problem-solving and decision-making processes with a considerable amount of effectiveness.		
Application - Making connections within and between various contexts (Historical Thinking Concepts Questions) The student makes connections within and between various contexts with considerable effectiveness.		

Concept Map Group Rubric

Criteria	Met	Not Met
Knowledge of content (Headline) The group demonstrates thorough knowledge and understanding of the set of primary sources and has demonstrated that they actively engaged with the content during the activity.		
Expression and Organization of ideas and information (Headline) The group expresses and organizes ideas and information from the set of sources in their concept map and accompanying evidence with a considerable amount of effectiveness		
Thinking Processes (Historical Thinking Concepts Questions) The student applies concepts of historical thinking concepts using inquiry, problem-solving and decision-making processes with a considerable amount of effectiveness.		
Application - Making connections within and between various contexts (Historical Thinking Concepts Questions) The student makes connections within and between various contexts with considerable effectiveness.		

Consolidation and Debrief In-Class Exit Card

1. Identify and explain 3 key learning experiences that you had during the lesson today.
2. What questions do you have about the content of the lesson and this topic? Is there anything that remains unclear or about which you need further explanation? If you did further research on this topic what questions would you ask?
3. Evaluate your participation during this lesson. Where do you see your strengths and weaknesses? How could you improve your next class?

Consolidation and Debrief Entrance Card

In today's class, we discussed two important issues: violence against Indigenous women and the violation or lack of Indigenous women's freedoms and rights in Canada during the late 20th century. We also explored how Indigenous women have advocated for their rights and participated in activism during this period of time. In our current society, violence against Indigenous women and violations and lack of Indigenous women's freedoms and rights continues today. In a short reflection (3-4 sentences) identify one piece of evidence to support this claim (e.g. newspaper, articles, book, photographs, website, blog, Rise Up Digital Archive). Explain how, as a student in Canada, you can advocate for change in regards to violence against Indigenous women today. This reflection will be collected at the beginning of the next lesson.

Additional Resources

Using Primary Documents in the Classroom:

- Ontario Institute for Studies in Education - "Teaching K-12 History with Online Primary Documents"
<https://guides.library.utoronto.ca/c.php?g=250831&p=1672002>
- Library of Congress - "Getting Started with Primary Sources"
<https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/>

Background Materials for Teachers:

- Bearhead, C. "Their Voices Will Guide Us: Student and Youth Engagement Guide". National Inquiry Into Missing and Murdered Indigenous Women and Girls. Available at: <https://www.mmiwg-ffada.ca/wp-content/uploads/2018/11/NIMMIWG-THEIR-VOICES-WILL-GUIDE-US.pdf>
- CBC News (June 2, 2019). "[A Look Back at the MMIWG Inquiry](#)". Available at: <https://www.youtube.com/watch?v=TrLoBj58k4k>
- Native Women's Association of Canada (2015). "Fact Sheet: Missing and Murdered Aboriginal Women and Girls". Available at: https://www.nwac.ca/wp-content/uploads/2015/05/Fact_Sheet_Missing_and_Murdered_Aboriginal_Women_and_Girls.pdf

Community Resources:

Black Youth Helpline

www.blackyouth.ca

1-833-294-8650 (Available from 9am-10pm)

Helpline which serves as the point of contact to professional services. Service in French and other languages is available upon request. Note: This is a faith-based service.

Good2Talk

www.good2talk.ca

1-866-925-5454

Text: Good2talkon to 686868

Provides professional counselling and information and referrals for mental health, addictions, and well-being. Free, confidential and anonymous helpline for people between 17 and 25.

Hope for Wellness Helpline – Online Chat Counselling Service

<https://www.hopeforwellness.ca/>

24-hour support line: 1-855-242-3310

Offers immediate mental health counselling and crisis intervention to all Indigenous peoples across Canada. Phone and chat counselling available in English and French. On request, phone counselling is also available in Cree, Ojibway or Inuktitut.

Kids Help Phone

www.kidshelpphone.ca

1-800-668-6868

Canada's only 24/7, national support service. Offers professional counselling, information and referrals and volunteer-led, text-based support to young people in both English and French. Whether by phone, text, mobile app or through our website, you can connect whenever you want, however you want. Completely confidential service — you don't even have to tell us your name if you don't want to.

LGBT Youth Line

<https://www.youthline.ca/>

Text: 647-694-4275

Email: askus@youthline.ca

Offers confidential and non-judgemental peer support through telephone, text and chat services. Get in touch with a peer support volunteer from Sunday to Friday, 4:00PM to 9:30 PM.

Mindyourmind

<http://mindyourmind.ca/>

Mindyourmind exists in the space where mental health, wellness, engagement and technology meet. We work with community partners and young people aged 14-29 to co-create interactive tools and innovative resources to build capacity and resilience.

Talk4Healing

www.talk4healing.com

Help line: 1-855-554-Heal

This is a culturally grounded, fully confidential helpline for Indigenous women available in 14 languages all across Ontario. Services include a 24 hour help line and an online chat service.

Additional Suggestions for what you, as a teacher, may wish to say to your class:

In advance of the lesson plan: “Our classroom provides a space where we can exchange ideas about important and difficult subjects. For similar or different reasons, some students may find it difficult to deal with the content in this lesson plan and even possibly traumatizing. I ask all students to help to create an atmosphere of mutual respect, sensitivity, compassion and support.”

This lesson plan was developed for Rise UP! by Sarah Anne Johnson.

Sarah Anne Johnson
HBA, MT Candidate

Sarah Anne completed an Honours Bachelor of Arts degree at Wilfrid Laurier University in History with a minor in Psychology in 2019. She is currently completing a Master of Teaching degree at the Ontario Institute of Studies in Education, University of Toronto. Her Masters research focuses on creating more equitable and inclusive intermediate-senior Canadian World Studies, and Social Science classrooms, through the use of differentiated instruction. She has diverse experience in education working in teaching and administrative roles for a number of school boards in Ontario.