GABRIEL DUMONT INSTITUTE

OF NATIVE STUDIES AND APPLIED RESEARCH

NATIVE STUDIES FOR STEP II

Association of Metis and Non-Status Indians of Saskatchewan

PROGRAM SPECIFIC UNITS IN NATIVE STUDIES:

I. Farm Machinery Repair
Radio and Television Repair
Business Administration

1. The History of Native Labour
2. Government Policies Towards Economic Development and Indian and Metis Communities
3. Funding Sources, Proposal Writing and Native Small Business

II. Childcare Worker

1. Traditional Native Child-rearing Practises and Family Life
2. Stereotyping and Bias in Children's Literature and Non-print Media
3. The Native Family: A Time of Crisis

NATIVE STUDIES FOR STEP II

GOALS:

1. To acquire an awareness of self that leads to pride in oneself and one's people.

2. To develop skills in listening, speaking, writing, note-taking, reading and research.

3. To acquire an awareness of the relationship between the historical and contemporary worlds.

4. To develop skills in critical thinking.

TOPICS:

A. WHO ARE NATIVE PEOPLES?

B. NATIVE CULTURES: DIVERSITY

C. NATIVE WOMEN

D. TWO WORLDS MEET

E. THE METIS

F. GOVERNMENTS AND THEIR POLICIES TOWARDS NATIVE PEOPLE

G. NATIVE POLITICAL SYSTEMS

H. NATIVE MINORITIES AND CANADIAN SOCIETY

I. THE INDIVIDUAL AND CULTURE

J. LOOKING FORWARD

WHO ARE THE NATIVE PEOPLES

GENERAL OBJECTIVES

1. To consider the question(s) of

   (a) Who/What are the Native Peoples?

   (b) By what criteria may this be determined?

   (c) What are the origins of the Native Peoples?

   (d) Why the Native Peoples have been so mistakenly labelled: Indian, Cree, Sioux, for eg?

   (e) What may be done to answer/to correct?

2. Students will experience various aspects of the communication arts:

   (a) Reading for information and inference,

   (b) Critical thinking, reading, speaking,

   (c) Comparisons

   (d) Sharing and co-operation through group and class participation,

   (e) Dealing with "open-ended" questions,

   (f) Reaching consensual opinions

)bjectives	What is to be examined
Students will: 1. realize "the presence of the Native Peoples" in the Canadian Constitution. 2. examine the legal aspects as to the identification of Native Peoples, past and present. 3. consider their criteria for determining membership as an Inuit, a Metis, an Indian. 4. - read for information, - take notes, - share and co-operate in group and - class discussion, - do a short essay answer to an "open" question	The questions: a) Who are the Native Peoples? b) How does one determine Who/What an Inuit, a Metis, an Indian is? c) Legal/Cultural/Blood - What is each in determining (b)?

w it is to be Examined | Resources

A. Introduction

"35.2 In this Act, "aboriginal peoples of Canada" includes the Indian, Inuit, and Metis peoples of Canada."

The Canadian Constitution, 1981

"legislative authority over "Indians, and Lands reserved for the Indians" was given to the federal government by Section 91.24 of the Constitution Act, 1877 (formerly the British North American Act 1867)."

p6, Unfinished Business: Aboriginal Peoples and the 1983 Constitutional Conference by Zlotkin, N.K.

1. Display the two quotations. 'As you can see by quotation 35.2, the Native Peoples are in our Constitution as three distinctly named groups. In Canada's first Constitution, only the Indians were noted and as a federal responsibility.'

2. What questions or comments do you have regarding these quotations?

   List questions/comments raised for further examination - Maybe, the teacher preparation covers the concerns of the class?

3. Distribute for reading pp 5-8, The Aboriginal Peoples of Canada, from Zlotkin or from the First Ministers Conference.

   Purpose: 1. explanation of term "aboriginal",
   2. commonality(ies),
   3. statistics
   4. information about four not three groups of Native Peoples.

1. Canada - The Canadian Constitution, 1981

2. Zlotkin, N.K. - Unfinished Business: Aboriginal Peoples and the 1983 Constitutional Conference

3. Cumming/Mickenberg - Native Rights in Canada, Map, p4, Treaties

4. Leechman - Native Tribes of Canada pp 3 - 12

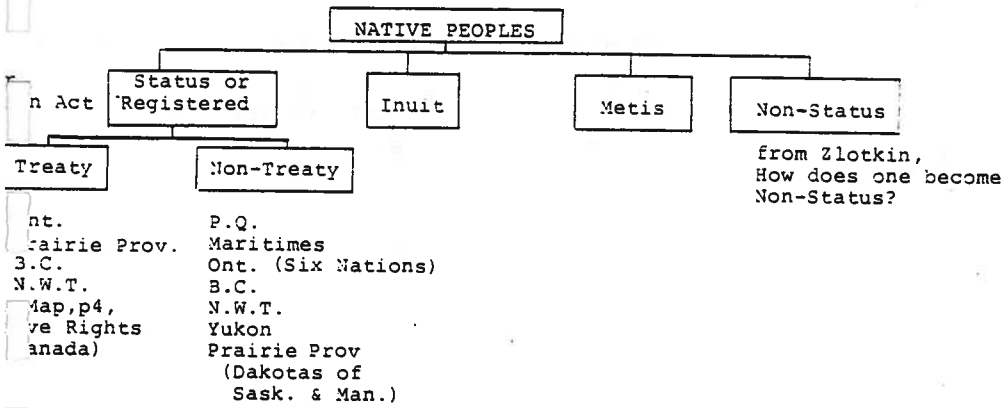
5. First Ministers Conference, February 1983 Canada's Aboriginal Peoples

Objectives	What is to be examined

w it is to be Examined | Resources

. Presentation (co-operative between instructor and class).

. Complete chart on display with other information deemed necessary.



2. Note: These are distinctions based on legal standards and do not consider (a) blood quantum or (b) culture to determine membership. Also, the questions of (a) Who will be considered and under what conditions is one a Metis, or an Inuit, or an Indian?

and (b) What will happen to the Non-Status Peoples?

- have yet to be answered.

3. Class and/or group discussion:

On what basis should a person be able to call himself/herself an Indian?, a Metis? or an Inuit?, whichever the case may be?

Record the concensus decision, if one can be reached, for each group. (Metis, Inuit, Metis).

C. Recapitulation

D. Student Activity

1. Complete chart and record own and/or class decision re: Who/What Is An Indian? a Metis? an Inuit?
2. Read pp 3 - 12 from Leechman for next class.

Objectives	What is to be examined
1. Students: a) to experience class and group discussion; b) to learn of the mistakes inherent in the accepted names of the tribal peoples; c) to read for information; d) to realize that we and they practise ethnocentrism; e) to write an answer to an open-ended question.	1. The mistakes of the Europeans in the naming of the tribal peoples of the Americas, comprehensively and tribally. 2. Why these mistakes "(have) never been changed"? 3. The ethnocentrism/tribalism of the tribes as expressed in their names for themselves and for other tribes 4. The positive and negative results of 3.
2. To examine the pros and cons of ethnocentrism/of tribalism, and To determine the values and problems of such today, for the tribal peoples, for all peoples	

w it is to be Examined	Resources
. Introduction "The Questions of Who the American Indians Are, whether they evolved in the Western Hemisphere, and, if not, where they came from (and when), have intrigued the white man ever since the time of Columbus." p 36 The Indian Heritage of America by Josephy, A.M.Jr. (a) What possibilities does Leechman (pp 3 - 12) raise in response to the quotation? (b) What answer does Leechman say is the correct one? (c) How does he cancel out the other answers? . Presentation . Re-examine the a) scientific hypothesis: the Bering Straits route b) Mormon Bible, Book of Ether c) American Genesis by Goodman, Jeffrey d) a tribal story of genesis: for example, The Winnebago from Literature of the American Indian by Sanders/Peek. focus: 'since time immemorial' 'the Great Mystery put us here' Note: 1. this is a short genesis, quickly read. 2. compare to Book of Genesis, The Bible. . Recapitulation . Student Activity How would you respond to the concerns raised in the question from Josephy? Why? Write your response and why for me for the next class.	6. Josephy, A.M. - Indian Heritage of America, Chap. 5 7. Mormon Bible - Book of Ether 8. The Bible - Book of Genesis 9. Goodman, Jeffrey - American Genesis 10. Sanders/Peek - Literature of the American Indian Winnebago Origin Account

Objectives	What is to be examined
1. To examine critically the theories of the origins of the tribal peoples of the Americas.	1. The origins of the tribal peoples of the Americas: the scientific theories, the tribal people's beliefs, others.
2. To determine as a class and/or as individuals which theory is acceptable and why.	2. The stand the students will take: which will be accepted/rejected as the origins of the tribal peoples?
3. Students will experience - critical thinking, comparison, and decision making; - will write an answer to an open-ended question.	

w it is to be Examined | Resources

. Introduction

"If, then, these were the Indies, ...what was more natural then to refer to the natives as Indians. ...though his mistake is clearly recognized and understood to-day, their name has never been changed..."

p3, Native Tribes of Canada, Leechman, D.

. Discuss with the class, "his mistake" and why "their name has never been changed"?

. Presentation

1. Seven groups. Each group to read the opening pages of one of the seven sections from Leechman - beginning to POPULATION - to discover if any other mistakes in names have been made? and

   To report back to the other six groups by recording the findings on the chalkboard (for e.g.)

2. Discussion - class or Lecturer presentation:
   (a) How did these mistakes in tribal names originate?
   (b) What are the correct tribal names in the tribal language?
   (c) What do the tribal names mean: the Only People; The Original People; The Perfect Speakers... see Hodge or Coles

3. 'If our tribal name means the Human Beings, for e.g., what is the tribe upstream, across the lake...?'
   a) What do we learn of the attitude(s) of tribal groups toward other tribes? Introduces the concept of ethnocentrism - instructor to address the concept and its value to the tribal group plus its negative impact.

4. Relate #3 to the present: Chipewyan and Cree;
   Dakota and Saulteaux;
   Cree and Blackfoot; for example.

11. Geographic Board - Handbook of Indians of Canada (Coles)

12. Hodge, F.W. - Handbook of American Indians

13. Josephy, A.M. - Indian Heritage of America

14. Leechman, D. - Native Tribes of Canada

15. Munro, I. - Native Peoples of Canada

Objectives	What is to be examined

w it is to be Examined	Resources
. Recapitulation	
D. Student Activity	
Either or both:	
1. Group, followed by class discussion: What should be done to change these mistakes in names? Why? Concensus?	
2. Written response by each to the questions in #1 for the next class.	

NATIVE CULTURES: DIVERSITY

GENERAL OBJECTIVES

1. Students will apply the concept(s) of culture and environment to the life-styles of the tribal groups of Canada.

2. Students will realize (a) the diversity of the Native Peoples; (b) the commonalities of the Native Peoples.

3. Students will experience various aspects of the communication arts:

   (a) Sharing and co-operation among learners,

   (b) Reaching a concensus,

   (c) Critical thinking, reading, speaking,

   (d) Note-taking and note-making,

Objectives	What is to be examined
Students will: 1. develop an understanding of the term culture. 2. experience the benefits (a) of the sharing of knowledge; (b) of the comparing of available information; (c) of reaching a concensus. 3. experience the writing aspects of the communication arts: note taking, note preparation.	1. The term "culture" and its definition. 2. That "culture" -is learned; -may be genetically transmitted; -may be measured; -exists in each person <u>as a member</u> of a society, a nation, a tribe; -changes and is not static; -shapes the individual; -and language are interwoven; -is part of one's world view, philosophy, beliefs, religion, life-style---. -includes two sets of factors: (a) inward, ingrained, intrinsic; and (b) outward, external, extrinsic.

w it is to be Examined	Resources

troduction:

"The Metis community comprises members
---who share a common cultural identity---." (on display)

The Metis: A Western Phenomenon
Metis National Council

CULTURE-WHAT IS IT?

1. Student discussion of term culture from the quotation, in small groups. Each group will report back to the other groups through a recorder.

2. Class discussion for concensus of a meaning of the term "culture".

3. Compare class definition with standard definitions which will be made available to students through
   (a) a handout, or (b) a flip-chart or the chalk board, or
   (c) overhead reproduction.

4. Finalize the class definition.

Instructor's Presentation
(displayed outline with "chalk-talk")

1. How do you get "culture"?
2. How do you recognize it?
3. What does culture do to you? -for you? - to others?
4. What is the relationship between culture and language?
5. Does culture live? Explain.
6. What role does culture play in human relationships?

Recapitulation

Student Activity

1. Written note of today's lesson for the instructor for the next class.

2. Read pages 12-18 inclusive, Native Tribes of Canada. for the next class,

1. Culture is"...that complex whole which includes knowledge, belief, art, morals, law, customs, and any other capabilities and habits acquired by man as a member of a society."
   * p1, Primitive Culture, 1871
     Tylor, E.B.

2. "...the patterns and standards (activities, habits, beliefs, impossibilities) traditionally handed down in his community."
   *p.2&3, Patterns of Culture
     Benedict, R.

3. "...a way of thinking, feeling, believing. It is the group's knowledge stored up (in memories of men; in books and objects) for future use.
   ...refers to the distinctive way of life...
   ...constitutes a storehouse of the pooled learning of the group.
   * pp. 24,25 Mirror for Man
     Kluckhohn, C.

Note: Use the three definitions and for the presentation, either Benedict or Kluckhohn; or both, Chap. 1&2.

4. Pamphlet: The Metis: A Western Canadian Phenomenon
   Metis National Council
   or a similar quotation from a Native organization containing the word "culture" or one of its forms.

5. Leechman, Douglas Native Tribes of Canada Gage

6. Josephy, A.M. Jr. The Indian Heritage of America Bantam
   Chap.2&3,

7. Foster, M.K. Canada's Indigenous Languages: Present and Future from Language and Society
   Information Branch, Commissioner of Official Languages, #7 w/sp. '82

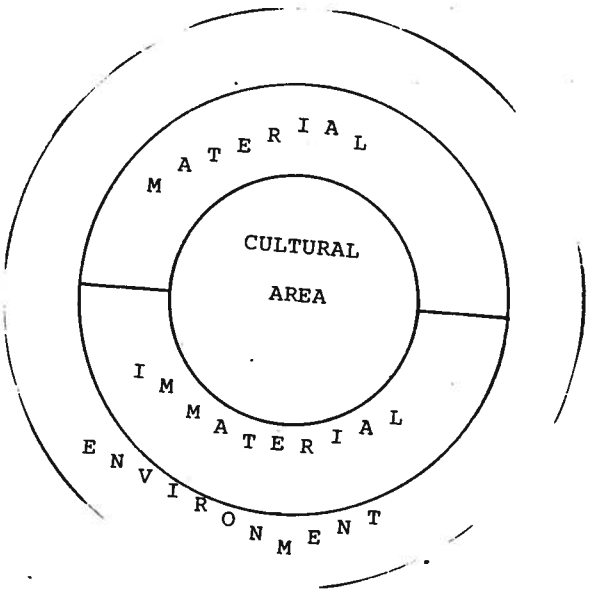
Objectives	What is to be examined
1. To examine the filmstrip (a) to determine cultural groups per geographical regions; (b) to determine the material immaterial aspects of two cultural groups; (c) to realize the diversity among the tribal peoples. 2. To examine resource material critically. 3. To experience the communication arts further: discussion, note-taking, reading for information, note-making. 4. To co-operate and to share knowledge for a common goal through class and group discussion.	A. Filmstrip - Introduction to Our Canada: Native Peopl 205C0180032 N.F.B. of Canada 1. Compare Culture Areas of Strip and Text (Leechman). 2. Factors of Culture (a) Material: food, tools, transportation, clothing, for e.g. (b) Immaterial: values, behavio attitudes (c) Environment: natural, huma (socio-economic-political)

v it is to be Examined	Resources
. Introduction 1. "From Alaska to Cape Horn,... the Indians of the Americas are as different from each other as are Spaniards, Scots, and Poles- and, ...even more...." (on display) p.9, The Indian Heritage of America Josephy, A.M. Jr. 2. Class discussion: a) In what ways could the Indians be different from each other? b) Categorize the ideas to isolate the cultural factors and separate the factors into two (2) groups, material and immaterial. c) Use as a springboard to the Film Strip.	8. Filmstrip - Introduction to Our Canada: Native People 205C 0180 032 N.F.B. of Canada or Filmstrip Kit - The Native Peoples of North America Series 50-3 Moreland-Latchford. Strips: Great Plains-Initial European Contact and Great Plains-European Contact to To-day. 9. Leechman, Douglas Native Tribes of Canada. 10. Josephy, A.M. Jr. The Indian Heritage of America Chap. 1,2,3

Introduction to Our Canada: Native People

1. Culture and Environment
   (a) View with discussion of each frame, if necessary.

   (b) Review and take notes re: material, immaterial and diversity re: environment



Ojbectives	What is to be examined

v it is to be Examined | Resources

2. Break class into 2 groups

*(a) Group 1 to read, The Prairie Tribes (pp 103-147, Leechman), and complete a chart per B.1.b.

*(b) Group 2 to select and read one of the other units by Leechman and complete a chart per B.1.b.

*(c) Each group "to present their chart" to the other for discussion and recording.

Recapitulation

Student Activity

1. Written note to show the diversity, "...that the Indians...are...different from each other...," based on the film strip and the two charts.

bjectives	What is to be examined
.. To determine if there are cultural features common to Native societies.	1. Cultural features common to nearly all, if not all Native societies.
?. To compare these common cultural features to Euro-Canadian cultural features.	2. Comparison of cultures: Native societies and Euro-Canadian society.
3. Communication arts a) comparing and charting b) skimming for information c) discussing and rationalizing	
4. Recall & synthesis.	

it is to be Examined	Resources
With All The Diversity Among The Native Societies What Can We Find That Is Common To These Societies? First, what was common according to the article on Aboriginal Peoples?	11. Bowles, Hanley, Hodgins, Rawlyk The Indian: Assimilation, Integration, or Segregation.
1. Compare the two charts from the previous session for commonalities and separate into the two groups, material and immaterial, in chart form on the chalkboard.	12. Hendry, C.E. Beyond Traplines
2. Break the class into five groups and have each group skim one of the five remaining cultural groups in Leechman for commonalities.	13. Josephy, A.M. The Indian Heritage of America
3. Add the findings to the chart in number one.	14. Leechman, D. Native Tribes of Canada.
4. Using the resources (one or more), compare with the class findings.	
5. Discuss the findings: Which, if any, are applicable to us today? Why?	
How do these findings compare with Euro-Canadian culture, past and present?	
1. Chap III, Value Orientation Re-Examined in Hendry.	
2. pp 170-188, The Indian Culture, in Bowles, et al.	
3. chap 4, The White Man's Debt to Indians, in Josephy	
Recapitulation	
Student Activity	
To record the findings in chart form.	

NATIVE WOMEN

C.

General Objectives:

1. Students will explore the contemporary and historical roles of Indian and Metis women.

2. Students will examine the key issues facing Native women today.

3. Students will practise reading for information.

Key Concepts:

ROLES
STATUS
ECONOMIC ALLIANCE
DIVERSITY
CHANGE

Vocabulary:

discriminatory
amendments
status
dissimilarities
commonalities

Content Summary:

Students will examine the current status and traditional roles of Indian and Metis women. Current issues such as the proposed amendments to the Indian Act will be examined through newspaper and journal readings.

NATIVE WOMEN: THE ISSUES

Objectives	What Is To Be Examined
Students will: 1. extract information from newspaper articles 2. discuss the roles of contemporary Native women 3. identify the major issues facing Native women today	Contemporary Native women's issues: - the issue of Indian stat - family and community turmoil - changing roles - poverty - lack of childcare suppor - large number of single parent families

NATIVE WOMEN: TRADITIONAL ROLES

Students will: 1. develop an appreciation for the diversity of the traditional roles of Native women	The role of women in several traditional Indian societies should be examined: - women of the Blackfoot Confederacy - women of the Six Nation Confederacy - women of the Subarctic

ow It Is To Be Examined	Resources
EY QUESTIONS:	
IS THE ROLE OF NATIVE WOMEN CHANGING?	1. * Mother of Many Children, NFB 2. * "Women Wage War!", Saskatchewan Indian, Feb/March, 1980, p.2.
DO NATIVE ORGANIZATIONS VIEW WOMEN'S ISSUES AS IMPORTANT?	3. "Native Women Want Legislative Changes: The Absurdities of Indian Status", Leader Post, June, 1984.
ARE NATIVE WOMEN'S CONCERNS REALLY NATIVE FAMILY CONCERNS?	4. Issues Concerning the Role of Native Women in the Winnipeg Labour Market, Clatworthy.
HOULD INDIAN WOMEN AND THEIR CHILDREN BE GRANTED STATUS IF HEY HAVE MARRIED NON-INDIAN EN?	
Student activity: read ewspaper and magazine articles nd identify the concerns expressed.	5. * Resident Metis Women's Perception of Local Social Reality in Seven Northern Saskatchewan Communities, Poelzer, Poelzer. 6. "Women in Saskatchewan Prisons, Part I and II", Vye Bouvier, New Breed Journal, Sept/82, Oct. /82.
tudent Activity: write a etter to the editor, expressing your response to one of the articles.	
DID NATIVE WOMEN IN TRADITIONAL SOCIETIES HAVE MORE OR LESS STATUS THAN THEY DO TODAY?	7. The Ways of My Grandmothers, Beverly Hungry Wolf.
WHY DID THE STATUS OF WOMEN VARY IN TRADITIONAL INDIAN SOCIETIES? WHAT WERE THE FACTORS?	8. Indian Women of the Western Morning, Terrell and Terrell, "Status".
Discuss both the dissimilarities and commonalities in the different Indian societies and the role of women.	9. Daughters of the Earth, C. Neithammer, "Women of Power". 10. "Occupations", The Ojibwe Woman, Ruth Landes, p. 126-177.

* denotes core content

Objectives	What Is To Be Examined
Students will: 2. examine the role of Indian and Metis women in the fur trade	Indian and Metis women in the fur trade economy: - survival support for the men of the fur trade - interpreters - political and economic alliance through marriage - creation of a Metis labour force

NATIVE WOMEN: THE INDIAN ACT

Students will: 1. understand the implications of those sections in the Indian Act pertaining to Indian women. 2. discuss the implications of the proposed amendments to the Indian Act.	Section 11 and 12 of the amended 1951 Indian Act. Approximately 58,000 individuals would be entitled for re-admission as Indians if the women who lost their status through marriage and the first generation of their children were re-admitted.

How It Is To Be Examined	Resources
KEY QUESTIONS:	
WHY WAS IT ADVANTAGEOUS FOR A FUR TRADER TO HAVE AN INDIAN WIFE?	11. Women and Colonization, Etienne and Leacock, "The Mothers of the Nation: Seneca Resistance to Quaker Intervention".
WERE NATIVE WOMEN TREATED FAIRLY DURING THE FUR TRADE ERA?	12. "Domestic Relations", Fifty Years on the Saskatchewan, p.70.
Identify those key areas in the fur trade where an Indian woman was an important contributor.	13. Metis History Brochures, Gabriel Dumont Institute. "Role of Women: Indian Women and the Hudson's Bay Company"
	14. "Metis Culture: The Role of Women", Cultural Awareness Package, Gabriel Dumont Institute.
	15. "Company Men and Native Women in Hudson Bay", Strangers in the Blood, J. Brown.
	16. "The Custom of the Country: An Examination of Fur Trade Marriage Practises", Sylvia Van Kirk, Essays on Western History, p. 47-68.
KEY QUESTIONS: IS THE INDIAN ACT DISCRIMINATORY?	17. Indian Women and the Law in Canada: Citizens Minus, K. Jamieson
WHO DECIDES WHO IS ELIGIBLE FOR INDIAN STATUS: THE FEDERAL GOVERNMENT WHO DESIGNED THE INDIAN ACT, NATIONAL AND PROVINCIAL INDIAN ORGANIZATIONS, OR INDIVIDUAL BANDS?	18. "Constitutional Update: Proposed Plans for Non-Status Indians", New Breed Journal, Feb/84.
IF INDIAN WOMEN ARE RE-ADMITTED, SHOULD NON-INDIAN WOMEN WHO HAVE GAINED STATUS THROUGH MARRIAGE LOSE THEIR STATUS?	19. "Indian Woman: Status/Non-Status", P. J. Paul.

* denotes core content

TWO WORLDS MEET D.

Objectives	What is to be examined
Students Will: 1. develop an understanding of the terms contact/pre-contact, material/immaterial re: cultures coming in contact and that it is a two-way street. 2. experience the benefits (a) of the sharing of knowledge (b) reading for knowledge for class discussion (c) expressing ideas/opinions through class discussion. 3. experience the writing aspects of the communication arts: note-taking, note preparation, and applying the classroom learning. 4. recall and make-use of previously acquired knowledge in the co-operative development of the lesson. 5. realize the impact of the European happened on both coasts of N. America, but at different times.	1. Terms: contact, pre-contact, impact 2. That contact between the Native Peoples and the European newcomers, on both coasts, impacted on both groups directly and indirectly and in what manner.

ow it is to be Examined | Resources

. Introduction

1. "In many cases,. . . the impact of the new culture on the Indians had prodeeded westward ahead of the actual physical presence of the White men." p. 150 Bowles, Hanley, et.al.

2. Through class discussion of this quotation determine:
   (a) that impact/contact, initially, was direct: material (tools, weapons, for e.g.) and physical/human (immaterial), especially along the sea coasts; or
   (b) that impact/contact, initally, was indirect and material, especially inland.

B. Presentation

1. Review with the class from the Native Cultures lessons the commonalities among the Native societies:
   hunter/gatherers; some farmed (land/sea); technology; warfare; world view (see Walsh, pp. 40-41).

2. (a) With the class, based on a pre-reading of Walsh pp. (38-48), develop an answer to Q. 2 on p.38 of Walsh re: the direct impact of the European on the coastal tribes.
   (b) Incorporate with this the impact along the West Coast.

3. . . .the culture of the eastern Algonkians influenced that of the French both in Canada and in France." p. 23, Bailey

Resources

1. Bailey A.G. The Conflict of European and Eastern Algonkian Cultures 1504-1700 pp. 23-25 and Chap. 10

2. Bowles, Hanley, et.al. The Indian: The Indian: Assimilation Integration, or Separation pp.(150 152

3. Walsh G. Indians in Transition pp. (37-48) & pp. (82-92

4. Josephy Jr. A.M. The Indian Heritage of America
   Chap. 24 The Impact of the White Man on Indians
   Chap 4 The White Man' Debt to Indians

Ojbectives	What is to be examined

ɔw it is to be Examined	Resources
Instructor's presentation (chalk talk) to show that there was an impact the other way, tribal to European, as well. When cultures come in contact, exchanges are material but not necessarily equal.	
<u>ecapitulation</u>	
<u>Student Activity</u> 1. Prepare a note based on the information recorded in class. 2. For the next class, each student will present an arrow: What was "the impact of the new culture on" the Crees according to Patterson as presented in Bowles, Hanley, et al, pp. 150-152?	

THE METIS

General Objectives:

1. Students will know who the Metis are and where they live.

2. Students will begin to understand the role the Metis played in Canadian history.

3. Students will practise reading and analysis skills.

Key Concepts:

METIS
CULTURAL INTEGRATION
NATIONHOOD
CULTURAL SURVIVAL
ORIGINS
RESISTANCE
MIGRATION
DISTRIBUTION

Vocabulary:

implications
incarceration
connotations
integration
criteria
integration

Content Overview:

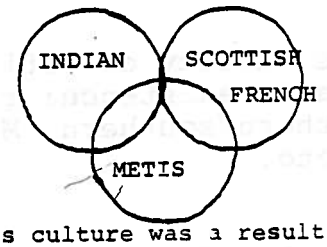
The purpose of this unit of study is to examine the Metis in both a contemporary and historical context. Students will be introduced to historical and contemporary definitions of the Metis, the size and distribution of the Metis population, contemporary issues, the origins, economic role and the political struggles of the Metis people.

THE METIS: INTRODUCTION

Objectives	What Is To Be Examined
Students will: 1. examine definitions of the term 'Metis'	Definitions of the term 'Metis': -- any individual of mixed Indian and European ancestory
2. be aware of the implications of each definition	-- any individual of mixed Indian and European ancestory who is not eligible for Indian status under the Indian Act
3. develop a definition of the term 'Metis'	--any individual descended from the historic Metis who evolved in Western Canada into a unique people
4. examine the size and distribution of the Metis population in Canada	Population estimates of the Metis in Saskatchewan: 1976 - 86,636 (Svenson Report 1984 - 98,000 (based on 1:2 ratio of Treaty Indians to Metis) 1984 - 109,892 (based on population prediction in Svenson Report) National Population: 500,000 B.C. - 60,000 Alta.- 80,000 Man. - 80,000 Ont. - 100,000 Que. - 70,000 Maritimes - 12,000
5. identify the major issues facing Metis people today.	Major issues facing the Metis today: -survival as a unique cultural group -lack of community development -high rate of incarceration -unemployment -poverty -lack of educational opportunity -lack of political representation

How It Is To Be Examined	Resources
KEY QUESTIONS: WHO IS A METIS? WHAT ARE THE IMPLICATIONS OF EACH DEFINITION? WHO IS INCLUDED AND EXCLUDED IN EACH DEFINITION? Small group activity: You are a census group given the task of identifying all Metis in Saskatchewan. Develop criteria to guide your work	1. "Proposed Plans for Non-Status Indians", Tom Dore, New Breed Journal, Feb. 84, p. 6-8. 2. "Summary of Metis National Council On Metis Rights in the Constitutic Rob Milen, New Breed Journal, Feb. 84, p.8. 3. "Sinclair Says Split of AMNSIS Inevitable", Joan Beatty, New Breed Journal, Feb. 84, p.9.
WHAT FACTORS INFLUENCE THE DISTRIBUTION OF THE METIS POPULATION? WHY IS THERE A MIGRATION FROM THE RURAL AREAS TO THE URBAN CENTRES? Discuss the variety of Metis communities in existence: rural/urban, northern/southern, Metis colonies, etc.	4. "Cultural Overview, Lesson Two: Logistics", Cultural Awareness Package, Gabriel Dumont Institute. 5. "Four Geography Lessons on the Metis and Non-status Indians of Saskatchewan", Gabriel Dumont Institute. 6. "Major Belts of Metis and Non-status Indians", The Metis Canada's Forgotten People, p. 193. 7. Elizabeth Metis Settlement, Friesen Printers, p. 1-8.
WHAT, IF ANYTHING, MAKES METIS PEOPLE CULTURALLY DIFFERENT FROM OTHER CANADIANS AND OTHER NATIVE PEOPLES? WHAT ARE THE MAJOR ISSUES FACING METIS PEOPLE TODAY? Small group activity: Brainstorm positive and negative factors about Metis life today. Priorize them in order of importance. * denotes core content	8. Like the Trees, NFB 9. Man Who Chooses the Bush, NFB 10. "Modern Metis Consciousness", We Are Metis, Duke Redbird, p. 47. 11. "Working Together", Gabriel's Children, Rita Shilling, p. 143. 12. "The Forgotten People", "The Development of Political Organizations", "The Present Day Metis", The Metis Canada's Forgotten People, p.143.

METIS ORIGINS

Objectives	What Is To Be Examined E 3.
Students will: 1. begin to understand the origins of the Metis	Historical definition: The Metis were the offspring of Indian women and European male furtraders The British referred to English-speaking mixed blood people as half-breeds. These people were known by many names: Metis - French Halfbreeds - British Wagon men - Cree Flower Beadwork People -Sioux One and a half men - settlers Wissakodewinini - Ojibway (half-burnt wood men) Gens Libre - American Metis (free people) Ka tip aim soot chic (the people who own themselves) - Cree Metis Bois Brules - French Metis
2. develop an appreciation of historic Metis culture.	 Metis culture was a result of the integration of Indian and European culture into a way of life that was distinctly Metis.
3. develop an understanding of the economic role of the Metis	The economic role of the Metis: -role in the fur trade -the Buffalo Hunt -the Pemmican Trade -surplus labour force

How It Is To Be Examined	Resources
KEY QUESTIONS: WHAT ARE THE CONNOTATIONS OF EACH NAME? Small group activity: Using the following list, trace a Metis family to its origins.	13. The Genealogy of the First Metis Nation, D. Sprague, R. Frye. pg. 11

Red River Metis Family Names:

Amiotte	Fleury	Parisien
Arcand	Fisher	Pelletier
Belanger	Gervais	Poitras
Belhumeur	Houle	Racette
Bellegarde	Hourie	Ross
Boyer	Lafond	Robillard
Cardinal	Lafontaine	Roy
Chartier	Laplante	Settee
Corrigal	LaRocque	Sinclair
Desjarlais	Lapine	St. Denis
Dumont	Letendre	Vandal
Fayant	McKay	
Fiddler	Morin	

The Genealogy of the First Metis Nation, D. Sprague, R. Frye.

Using the diagram as a guide explain how cultural integration occured in the following areas: dance, clothing, farming, hunting, art. WHAT WERE THE UNIQUE ASPECTS OF METIS CULTURE?	14. Metis Development and the Canadian West, Gabriel Dumont Institute. 15. "Metis Artisans", T.J. Brasser, Beaver, 1975. 16. "The Birth of the Metis Nation, The Metis Nation in Western Canad. Aboriginal Rights Consultation Program, Gabriel Dumont Institute (slide, tape, instructor guide)
WHAT WAS THE ROLE OF THE MIDDLE MAN IN THE FUR TRADE? WHY WAS THE PEMMICAN TRADE VITAL TO THE FUR TRADE?	also: "The Union of the Metis Nation with Canada" "The Metis Movement Outside Manitoba"

* denotes core content

Objectives	What Is To Be Examined
4. be aware of the historic political struggles of the Metis	The following incidents: -Seven Oaks Incident -1870 -1885

How It Is To Be Examined

KEY QUESTIONS:

Discuss the following quote:
"If by trying to say that the Manitoba Treaty was of the delegates of the North-West, the Canadian Government wanted to avoid the fact that I was a being at all, the whole world knows that it is not so; they cannot avoid me."
- Riel, 1885

Compare the struggles of the American Metis in 1776, 1812, 1839 and 1848 to the events of 1816, 1870 and 1885 in Canada.

Resources

17. Metis History Brochures, Gabriel Dumont Institute:
"The Battle of Seven Oaks"
"Red River Resistance, 1869-1870"
"Louis Riel and the Metis of the Northwest"
"The Causes of the 1885 Resistance"
"A Behind the Scene Look At The Resistance of 1885"
"The 1885 Resistance Battles"

18. Notrez/Our Heritage, Union Metis, Minnesota.

19. Aboriginal Rights Consultation Program, Gabriel Dumont Institute.
"After the Riel Resistance"
"Metis Struggles in the Past 50 Years"

* denotes core content

GOVERNMENT AND THEIR POLICIES F.

Objectives	What is to be examined
Students will: 1. become familiar with terms such as: policy, Royal Proclamation, Charter of Indian Rights; 2. read for information; 3. "decipher" quotations and readings; 4. realize the relationship between policy and desired results; 5. defend in writing a statement based on reading, class discussion, and note-taking.	1. Terms: policy, governmental policy, departmental policy, Royal Proclamation, Charter of Indian Rights. 2. Policy items from reading whereby policy can be determined: (a) from Scott the Civil Servan "weaning the Indian from hi primitive state"; "their agricultural duties"; "to interfere with the native culture"; "as wage earners in industry"; "adaptable to modern conditions"; "the reserve system (intentions) ; "should be enfranchised"; "wardship"; "end of its responsibility"; "assimilat (b) from the Royal Proclamation 1763 tribes or nations; under our protection; no outsiders on Indian lands; lands may be purchased by the Crown only, lands purchased at a public meeting of all; license to trade; uphold laws of the Crown; Indian lands; who may not trade. 3. Relationship of policy and expediency ("suited to the end in view", Webster) 4. The "Charter of Indian Rights" and what those "Rights" were and are, (2b above).

How it is to be Examined	Resources (S-student; I-instructor)
A. Introduction 1. Clarify meaning and understanding of terms, "policy", "governmental policy", and "departmental policy". 2. Display: "9. The policy of the Indian department has led to a constant series of encroachments upon the natural rights of a man to manage his own affairs." p. 114, The Indian: Assimilation . . . 3. Discuss, as a class, what this quotation could mean by examining its parts and in total.	1.(S) Bowles, Hanley, et al The Indian: Assimilation Integration or Separation -Government pp. 109-130 -Activities of the Indian Affairs Branch pp 82-88 -Whose Responsibility Is It? pp 89-90 -Legislated Discrimation pp 90-95 -No Recognition for Aboriginal Title pp 71.72 -British Policy, pp 129-130
B. Presentation 1. Distribute for silent reading, Scott the Civil Servant, pp. 110-112, Bowles et al, for "encroachments upon the natural rights of man." or as a pre-class reading assignment prepared to present the "encroachments" found. 2. Record for the class the policy items found. Develop a simple, clear statement of policy with the class. Students will record for reference. 3. With the class examine The Royal Proclamation, 1763 from Cumming/Mickenberg: (a) for the basis of British policy towards the tribal peoples, and, (b) to determine the rights of Indians and Inuit. Use of overhead projector & copies for students.	2.(I) Cummings/Mickenberg Native Rights in Canada -Chap 4, Origins and Recognition of Aboriginal Rights -Chap 10, History of the Pattern of Dealings with Native Peoples in Canada -Chap 19, Special Case of the Metis -Appendix II, Royal Proclamation, 1763. -Appendix V, Report of Hanourable W.A. MacDonald 3.(I) Hawthorn, H.B. (ed.) A Survey of the Contemporary Indians of Canada, Vol. 1. -Chap 18, Federal and Provincial Roles in Indian Affairs -Index: Provincial Governments 4.(I) Josephy, A.M. Indian Heritage of America pp 342-243 5.(S) Walsh, Gerald Indians in Transition pp 143-144 and pp 153-154

Ojbectives	What is to be examined

ow it is to be Examined | Resources

4. From 2 and 3 above, show to the class that the British focused on 'peace - no wars', protection, reverse with the end result - assimilation.

. Recapitulation

. Student Activity

The Proclamation of 1763 has been termed the "Charter of Indian Rights".

In your opinion and with reference to the Proclamation write a defence of this term for the next class.

Objectives	What is to be examined
Students will: 1. become knowledgeable of government policy, historically and contemporarily; 2. see further examples of the relationship between policy and desired results; 3. become aware of further questions and problems yet to be resolved re: government policy and Native Peoples; 4. experience and practise note-taking and note-making; 5. recall previous information in the development of a lesson.	A. Historical Background 1. Policy and Expediency (a) European (b) British (c) Canadian B. The Constitution 1. B.N.A. Act, 1867: 91-24 2. The Canadian Constitution, 1[illegible]3 C. The Metis & The Non-Status Peoples 1. Whose Responsibility? 2. Why?

ow it is to be Examined | Resources

. Instructor's Presentation
(displayed outline with chalk-talk and students taking notes)

A. Historical Background of Governmental Policy Towards Indians

. European Policy and Expendiency
(a) one basic assumption
(b) responsibility
(c) Doctrine of Discovery (see Cumming/Mickenberg)
(d) policy bases/expendiency
(e) sovereign yet subject?

2. British Policy
(a) pre 1830 - military - expediency (security)

(b) post 1830 - civilian - expediency (civilize, educate, Christianize)

(c) paradox: to become as -- while separate from?

? Canadian Policy
(a) federal responsibility: 91.24 B.N.A. Act

(b) Indian Act, 1876

(c) treaties

(d) expediency: no longer Indian

B. Native Peoples & The Constitution

1. B.N.A. Act, sect. 91.24
(a) legislative jurisdiction

(b) federal citizens only?

(c) included but not defined

(d) Eskimos are Indians

6. Canada The Canadian Constitution, 198

7. Cumming/Mickenberg Native Rights in Canada

8. Department of Indian Affairs
Brief to the Special Senate Committee on Poverty
from the Senate of Canada
Proceedings of the Special Senate Committee on Poverty
#14, January 20, 1970
pp(14:47 - 14:52)

ow it is to be Examined | Resources

2. The Canadian Constitution, 1981
   Note: student recall from Who Are the Native Peoples?
   (a) comparison with B.N.A. Act re: Native Peoples

   (b) questions and problems to be resolved?

C. The Metis and the Non-Status Peoples
   Note: as B.2 above
   (a) Whose responsibility?

   (b) why?

II. Recapitualtion

III. Student Activity
   Develop written note based on outline and the instructor's presentation.

NATIVE PEOPLE AND THEIR POLITICAL SYSTEMS

General Objectives:

1. Students will have a better understanding of historical and contemporary Native political systems.

2. Students will develop an understanding of the concept of self-government.

3. Students will practise reading, writing and analysis skills.

Key Concepts:

SELF-GOVERNMENT
GOVERNMENT
POLITICAL SYSTEM
CONSTITUTION
JURISDICTION
ORGANIZATION

Vocabulary:

accountability
jurisdiction
predecessors
mediation
feasibility

Content Summary:

The purpose of this unit of study is to examine Native People and their political systems, both historical and contemporary. Students will be presented the opportunity to study self-government and its implications for Native people.

NATIVE PEOPLE AND THEIR POLITICAL SYSTEMS: THE ORGANIZATIONS

Objectives	What Is To Be Examined
Students will:	
1. be able to define the term organization	* Definition: ORGANIZATION: a number of individuals systematically united for some purpose, goal or work
2. list the functions of an organization	* TYPES OF ORGANIZATION: 1. political 2. self-help 3. social 4. special interest
3. be aware of the historical development of several Native organizations	THE DEVELOPMENT OF: *1. The Association of Metis and Non-status Indians of Saskatchewan *2. The Federation of Saskatchewan Indian Nations 3. National Association of Friendship Centres

How It Is To Be Examined	Resources
KEY QUESTIONS:	
WHY DO PEOPLE ORGANIZE?	1. "Contemporary Issues: Lesson 9, Native Organizations", Cultural Awareness Package, Gabriel Dumont Institute.
Class activity: Brainstorm a list of organizations and divide them in the four categories. List the functions provided by each organization in the community.	
WHAT ARE THE CIRCUMSTANCES WHICH CREATED EACH ORGANIZATION? ARE THEY SIMILIAR? Develop a timeline of key events for each organization. ARE THERE RELATED PERIODS OF ACTIVITY WHEN TIMELINES ARE COMPARED?	2. "A Brief History of the Association of Friendship Centres" Lesson 9, Cultural Awareness Package. 3. "From 1885 to the Present", New Breed, October 78, Nov./Dec.,78. 4. The First Nations: Indian Governement and the Canadian Constitution, F.S.I., "History". 5. "The History of the Metis Organization of Saskatchewan", Wesley Budd.

* denotes core content

Objectives	What Is To Be Examined
Students will:	
4. identify the major goals of three Native organizations	Goals of AMNSIS: 1. to work for the social, educational, economic betterment and general improvement of Metis and non-status Indians. 2. to preserve and further Metis and non-status Indian heritage and culture. 3. to unite and preserve the unity of Metis and non-status Indians 4. to promote and advance the culture of Metis and non-status Indians. 5. to raise funds for and otherwise improve the lot of Metis and non-status Indians. 6. to co-oerate with other organizations within or outside Saskatchewan to further these objectives and purposes. Goals of the F.S.I.N.: 1. to protect the Indian Treaties and Treaty Rights. 2. to promote the welfare of the Indians of Saskatchewan. 3. to foster progress in the economic development, education and social life of Indians. 4. to co-operate with civil and religious authorities in matters pertaining to Indian interests. Goals of the Association of Friendship Centres: 1. to work towards cultural retention 2. to provide information to Native peoples 3. to provide a referral service for Native peoples 4. to deliver social programs to Native peoples. 5. to provide recreational and cultural facilities for Native peoples.
5. discuss the effectiveness of Native organizations	ORGANIZATIONAL EFFECTIVENESS: 1. achieving goals 2. effective management 3. accountability to electorate 4. accountability to funding sources

How It Is To Be Examined	Resources
KEY QUESTIONS:	
HOW ARE THE GOALS OF THE THREE ORGANIZATIONS SIMILIAR AND DISSIMILIAR?	
HAVE THESE ORGANIZATIONS ACHIEVED THEIR GOALS?	
ARE INDIAN AND METIS ORGANIZATIONS THE FORERUNNERS OF SELF-GOVERNEMENT?	
Small group activity: compare the goals of the two major political organizations with critiques by Native journalists. Brainstorm ways that Indian and Metis organizations can be more effective.	6. Ontario Indian, June/82: "Not an Indian Invention", Richard Powless, p.44 "How Does Our Political Garden Grow?", Brian Maracle, P. 58. "Politics and Propaganda" Robert Lafontaine, p. 13.

* denotes core content

Objectives	What Is To Be Examined
Students will: 1. discuss the concept of self-government	Self-government: 1. a constitutionally recognized third level of government with its own areas of entrenched jurisdiction. 2. self-governing structures for those aboriginal people living on and outside an aboriginal land base. 3. self-governing structures which have recognized jurisdictio in which they can enact laws, access revenues, develop progra deliver service, etc. 4. government structures which are elected, democratic, representative and accountable to their own electorate.

How It Is To Be Examined	Resources
KEY QUESTIONS: AS CANADIAN CITIZENS, DO WE NOT HAVE SELF-GOVERNMENT NOW? WOULD AN INDIAN OR METIS GOVERNMENT DIFFER FROM THE CURRENT FEDERAL AND PROVINCIAL SYSTEM? HOW? WHAT HAS THIS PERSON CONFUSED SELF-GOVERNMENT WITH? -It means we could live in any kind of fancy house that we wanted to live in... -It means we can wear fancy uniforms for all our recreational activities and have our own stars... -It means we'd be able to see the world by taking off on vacations to Hawaii or Europe... -It means we can drive cadillacs and porches instead of rattletraps..	7. The Canadian Constitution 8. "Questions and Answers About the Constitution" AMNSIS. 9. "Defining Metis Aboriginal Rights in Canadian Constitution", New Breed Journal, Feb/84, p.5

* denotes core content

Objectives

Students will:

2. identify the key issues in proposed Indian and Metis self-government.

What Is To Be Examined

Proposed Indian government powe

1. determing the form of government

2. defining conditions for membership in the nation

3. regulating the domestic and foreign relations of its members

4. levying the collecting taxes

5. administering justice and enforcing laws

Proposed Metis government powers

1. all areas of municipal law

2. all municipal services

3. laws regarding land, resource use, development, management and conservation

4. administrative control over land and resource development

5. control of economic development

6. control of cultural programs

7. control of education, health and social services delivery

8. control of occupational training and manpower services

9. control of the criminal justice system and control of civil jurisdiction as it relates to local aboriginal affairs

10. the right to tax land and resources

11. the right to share in revenue from other tax fields to cover service costs.

12. family law and policy where appropriate

13. administration of professional, technical and trades training and standards

14. participation in regional resource development

15. sharing in control over transportation and communications

16. control over aboriginal membership in local jurisdiction

How It Is To Be Examined	Resources
KEY QUESTIONS: Examine the key powers which the proposed Indian and Metis governments would have and discuss the following questions: HOW WOULD THE CHANGE OF AUTHORITY AFFECT YOUR LIFE? DO YOU THINK THE CANADIAN AND SASKATCHEWAN GOVERNMENTS WILL RELINQUISH THEIR AUTHORITY IN THESE JURISDICTIONS? HOW COULD THE PROPOSED CHANGES AFFECT: CHILDCARE, EDUCATION, JUDICIAL SYSTEMS, NATIVE COMMUNITIES? Small group activity: Form discussion groups and compare the current issues which face Indian and Metis people with the proposed forms of self-government. WOULD THINGS IMPROVE OR GET WORSE IF INDIAN AND METIS PEOPLE OBTAINED SELF-GOVERNMENT? SHOULD THERE BE A REFERENDUM OF INDIAN AND METIS PEOPLE ASKING THEM IF THEY WANT SELF-GOVERNMENT? DOES SELF-GOVERNMENT IMPLY SEPERATION FROM CANADA?	10. The First Nations: Indian Government and the Canadian Confederation, Federation of Saskatchewan Indians, p. 82-83. 11. "First Minister's Conference on Aboriginal Constitutional Matters" Document: 800-17/007, Metis National Council, March 15-16, 198 12. The People of This Land, NFB

* denotes core content

Objectives	What Is To Be Examined
Students will: 3. discuss the feasibility of Indian and Metis self-government.	The feasibility of Indian and Metis self-government: Large numbers of Metis, non-status Indians and off-reserve Indians have not participated in the political processes of the Indian and Metis political organizations. Many Indian and Metis men fought for Canada during the two World Wars. They and others consider themselves to be Canadian citizens first.

How It Is To Be Examined	Resources
KEY QUESTIONS: DO YOU THINK THAT INDIAN AND METIS PEOPLE WANT SELF-GOVERNMENT OR A MORE SENSITIVE AND OPEN CANADIAN GOVERNMENT? HAVE THE NATIVE ORGANIZATIONS DONE AN ADEQUATE JOB OF PREPARING NATIVE PEOPLE FOR SELF-GOVERNMENT? HAS THE POLITICAL EXPERIENCE OF NATIVE ORGANIZATIONS BEEN SUCH THAT ONE CAN ENVISAGE A COMPETENT GOVERNMENT THAT RESPONDS TO THE NEEDS OF ALL ITS PEOPLE? Student activity: Write a letter to the editor expressing your personal opinion on self-government for Indian and Metis people.	

* denotes core content

Objectives	What Is To Be Examined
Students will: 1. develop an appreciation of traditional Indian and Metis government	Several forms of traditional Indian and Metis government: 1. The Six Nations Confederacy and their constitutional government 2. The Ojibwe and their totemic political system. 3. The Pacific Northwest Coast system of hereditary rank and privledge. 4. The president and council government of the Red River Metis.
2. identify the main elements of the traditional governments presented.	
3. discuss current Native political systems and their traditional predecessors.	

How It Is To Be Examined	Resources
KEY QUESTIONS: HOW DID EACH GOVERNMENT PERFORM ITS FUNCTIONS ? Class activity: Examine each form of traditional government presented using the following list of government functions: 1. maintenance of the nation. 2. protection of citizens. 3. mediation of conflicts. 4. making of laws. 5. delivery of goods and services. 6. protection of political and social rights. 7. management of crisis. Small group activity: Reexamine the proposals for self-government of AMNSIS and FSIN. Compare these to the different forms of traditional government. WHAT CAN TODAY'S INDIAN AND METIS ORGANIZATIONS LEARN FROM THESE TRADITIONAL GOVERNMENTS?	13. "Man's World", Ojibwe Heritage, Basil Johnston, p. 59. 14. Man's Rise to Civilization as Showr by the Indians of North America, Peter Farb: (Six Nations); "The Greeks of America", "The Democracy of the League and Marxism" (Pacific Northwest); "The Affluent Societies of the Pacific Coast", "A Complex Social Organization", "Rank and Status" 15. The Red River Settlement, A. Ross, p. 248-252. 16. Hold High Your Heads, Tremaudan, P. 13-16, P. 62-99.

* denotes core content

NATIVE MINORITIES AND CANADIAN SOCIETY H.

Native Minorities & Canadian Society

Objectives	What is to be examined
Students will: 1. develop an understanding of terms, such as: acculturation, minority vs. ethnic, assimilation 2. experience the benefits of co-operative and shared learning through group discussion 3. experience the writing aspects of the communication arts: note-taking, note preparation, and applying the classroom learning 4. realize the impact of discrimination and prejudice and seek ways to counter these.	1. Terms: society, Canadian society, minority, ethnic, mainstream society 2. Treatment of the European minority by the tribal peoples 3. Treatment of Native groups/ societies by Canada's mainstream 4. Treatment of Native groups/ societies by Native groups/ societies

How it is to be Examined	Resources	
Introduction:	1. Bowles et al.	The Indian: Assimilation, Integration, or Separation?
1. In groups, have the class read and discuss the statement by Chief Dan George (Walsh, pp. 109-111) re:	2. Elliot, J.L.	Native Peoples
(a) What are the attitudes of the newcomers towards the Native Peoples as expressed by Chief Dan George?	3. Josephy Jr., A.M.	The Indian Heritage of America
(b) What is your reaction to the feelings expressed by the speaker?	4. Porter, J.	The Vertical Mosaic
	5. Walsh, G.	Indians in Transition
2. Have each group report its findings to the other groups for further discussion and reaction.		

Presentation (by the instructor, chalk-talk)

1. Based on chap. 1, Minority Groups: A Canadian Perspective from Native Peoples, Jean Leonard Elliot, clarify
   (a) majority or main stream group
   (b) minority vs. ethnic group
   (c) culture contact
   (d) acculturation, integration, segregation, assimilation
   (e) cultural vs. structural assimilation
   (f) ethnocentrism
   (g) prejudice vs. discrimination
   (h) Stereotypes & the Red Indian, Chap. 1., Josephy.
   (i) What to do about it? cure and/or prevention.

Recapitulation

Student Activity

1. Living With Discrimination from Bowles et al pp. 39/40.

   What would you do to cure and/or prevent any of the incidents related in this article?

THE INDIVIDUAL AND CULTURE

General Objectives:

1. Students will be aware of their functioning culture.

2. Students will have a better understanding of the culture of individuals within a society.

3. Students will practise examining, discriminating and judgement skills.

Key Concepts:

FUNCTIONING CULTURE
CULTURAL HERITAGE
CULTURAL SYSTEM
IDENTITY
ETHNICITY
LEVELS OF ETHNICITY

Key Vocabulary:

voluntary
changeable
complex
group consensus
psychological
encapsulation
clarification

Content Summary:

This unit will enable students to become more aware of their own identity. Students will examine culture as functioning culture with the factors that affect it. Students will be introduced to the concept of ethnicity and the various levels of ethnicity.

Objectives

Students will:

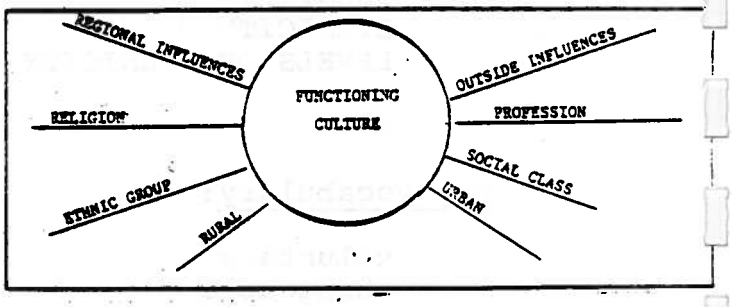
1. understand that culture changes over time.

2. develop an understanding of the term 'functioning culture'.

What Is To Be Examined

"An important thing to remember is that 'culture' and 'cultural heritage' are not the same. Some people get mixed up and think that their ancestor's culture in the past should be the same as their own culture today. We say that the way of life lived by your grandparents and great-grandparents is your 'cultural heritage'. Of course, this past lifestyle is not the same as your lifestyle today. Even though we learn the culture that is passed down through our parents, we can see how culture changes; sometimes slowly, sometimes quickly. Culture is constantly changing and it is this flexibility which has helped humans adapt to changing condition. After all, culture is how humans adapt themselves to their environment."

Definition: FUNCTIONING CULTURE
The influences of one's cultural group, lifestyle choices, chosen profession and outside influence intersect to form an individual's functioning culture.

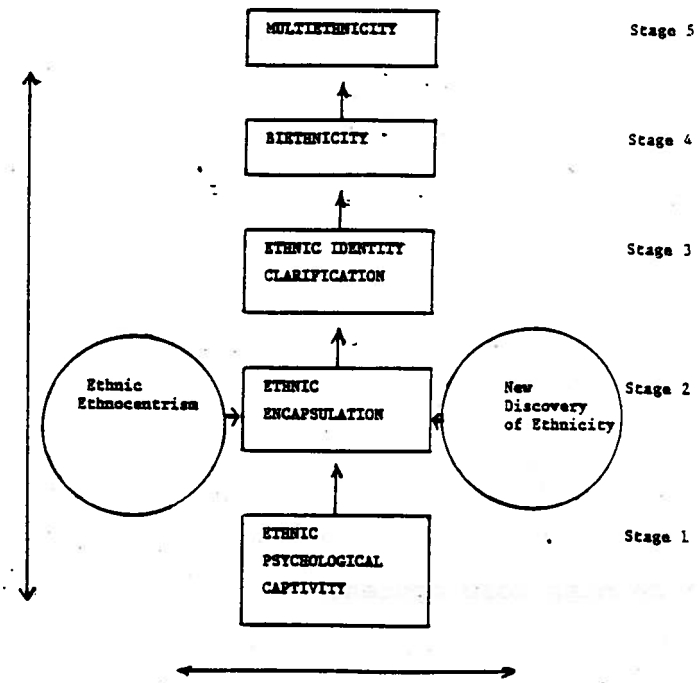


Definition: CULTURAL SYSTEM:
There are five major elements which make up a cultural system: place, people, plans, paraphenalia and process.

How It Is To Be Examined	Resources
KEY QUESTIONS: Student Activity: Paraphrase this quote to explain its meaning/ HOW DOES YOUR CULTURE AND LIFESTYLE DIFFER FROM THE CULTURAL HERITAGE OF YOUR GREAT-GRANDPARENTS? HOW IS IT SIMILIAR? Student Activity: Diagram all the influences which intersect to form your functioning culture. Using the major elements of a cultural system, examine this functioning culture: place: Buffalo Narrows people: Metis plans: economic development paraphenalia: tools, equipment, used by cultural members process: meetings, group consensus voting, proposal writing	1. "Culture", Topic I, Lesson 6, Cultural Awareness Package, Gabriel Dumont Institute. 2. Culture in Process, Alan R. Beals p. 19-21.

* denotes core content

Objectives	What Is To Be Examined
Students will:	
1. understand the concept 'identity'.	Definition: IDENTITY: The condit or fact of being a specific perso
	Definition: ETHNICITY: The degre to which you identify yourself in relationship to your own cultural group. Ethnicity is voluntary, changeable and complex.
2. understand the concept 'ethnicity'.	Sarain Stump was born Marion Sarain, an Italian war baby. At seventeen, he left Italy and arrived in the United States via Spain. Twenty years old on his arrival in America, he sought out his father, a Shoshone Indian. He adopted his father's last name and became deeply involved in the American Indian cultural renaissance. At the time of his death in 1974, Sarain Stump was considered to one of the most prominent American Indian artists and poets.
3. be aware of the levels of ethnicity	The levels of ethnicity: 1. ethnic psychological captivit 2. ethnic encapsulation 3. ethnic identity clarificatio 4. biethnicity 5. multiethnicity



LOOKING FORWARD

General Objectives:

1. Students will have a better understanding of the future of Native people.

2. Students will practise analysis, discriminating and planning skills.

Key Concepts:

FUTURE
ISSUES

Vocabulary:

resolution

Content Summary:

The purpose of this unit of study is to examine what the future holds for Native people. Students will examine contemporary issues and develop a plan on how to approach the future.

LOOKING FORWARD

Objectives	What Is To Be Examined
Students will:	The important issues facing students, their communities, and their people at the present time
1. identify the important issues in their communities and in their own lives.	(eg. cultural survival, housing, unemployment, etc.)
2. create a plan for the positive resolution of one key issue in their community or in their own lives.	
3. students will practise their skills of analysis and planning.	

How It Is To Be Examined	Resources
KEY QUESTIONS: View the film and identify the major issues facing Pete Standing Alone and his community. WHAT ARE THE IMPORTANT ISSUES WHICH FACE YOUR COMMUNITY TODAY? Small group activity: - name the major social, political or economic issues which face you or your community -select one issue and identify the "who, what, where, when, why and who " of that issue -create a plan for the resolution of that issue.	1. *Standing Alone, NFB.

* denotes core content

EVALUATION APPENDIX

EVALUATION APPENDIX

	Overall Evaluation
Exceptional	- a comprehensive grasp of the subject matter - an ability to make sound critical evaluations of the material - good capacity for original, creative and/or logical thinking
Excellent	- an excellant ability to organize, analyze, synthesize, integrate ideas and express them fluently
Very Good	- substantial knowledge of the subject matter - a good understanding of the relevant issues and a good understanding of readings - some capacity for original, creative and/or logical thinking
Good	- an above average ability to organize, analyze, and examine the subject material in a critical and constructive manner
Satisfactory	- an acceptable basic grasp of the subject matter - fair understanding of the relevant issues - general familiarity with readings
Adequate	- an ability to develop solutions to moderately difficult problems related to the subject matter - a moderate ability to examine the material in a critical and analytical manner
Minimal Pass	- familiar with subject material - some analytical skills developed - some understanding of relevant issues - some comprehension of readings - partial success in attempts to problem-solve and analyze

EVALUATION CRITERIA IN SPECIFIC SKILL AREAS

READING SKILLS:

1. Literal Comprehension:
   -recognizing and recalling details, main ideas, sequence, comparision, cause and effect, character traits

2. Reorganization:
   -classifying
   -outlining
   -summarizing
   -synthesizing explicitly stated ideas or information

3. Inference:
   -concluding: supporting details, main ideas, sequence, comparisons, cause and effect, character traits, outcomes, figurative language

4. Evaluation:
   -judging reality or fantasy
   -fact or opinion
   -adequacy and validity
   -appropriateness and worth
   -desirability and acceptability

5. Appreciation:
   -responding emotionally to content
   -identifying with characters or incidents
   -reacting to author's use of language and imagery

WRITING SKILLS:

1. Uses different kinds of sentences
2. Uses varied sentence patterns
3. organizes ideas in a multiparagraph composition
4. organizes a theme in essay form
5. demonstrates the ability to organize an essay by choosing and limiting a topic, sequencing and outlining ideas
6. demonstrates the ability to revise written work by editing and proof-reading
7. demonstrates the ability to organize, introduce, develop and conclude an essay
8. demonstrates the ability to organize a research paper by choosing and limiting a topic, identifying sources of information, outlining and sequencing ideas, proof-reading and editing
9. organize the research paper according to standard format

ORAL SKILLS:

1. Can discuss
2. Gives directions
3. Seeks information and paraphrases
4. Expresses an opinion
5. Argues: citing reasons and/or evidence to support or refute an assertion, belief, position
6. Compares and contrasts: draws similarities and distinguishes differences
7. Reports: systematically gathers information with a focus and reports in an organized fashion
8. Critiques: critically examines the merits of a plan, program, etc.
9. Defends: supports a position in the face of criticism by citing evidence and providing information
10. Recommends: based on weighing pertinent information
11. Speculates by making logical extensions from known information

STUDY SKILLS AND WORK HABITS:

1. Follows directions
2. Works at a satisfactory rate.
3. Understands and meets an acceptable standard of work
4. Locates and gathers information from books and from a variety of other sources and special references
5. Makes reports, speaks before a group, listens when others report
6. Reads material for a variety of purposes: to get the main idea; to locate a particular fact; to predict outcomes, to detect author bias, to compare and contrast
7. Uses maps, globes, charts, graphs, photographs and other visual materials
8. Organizes information into usable structures:
   -outlines
   -charts
   -timelines
   -classifies pictures or data
   -arranges ideas, facts, events into a sequence
   -notes
   -records
   -makes summaries
9. Group work skills:
   -working with others
   -assuming various roles in small groups (chair, recorder, etc.)
   -participating and leading a group discussion

LISTENING SKILLS:

1. detects main idea
2. recognizes supporting details
3. recognizes facts
4. recognizes context clues
5. gathers information from non-print media (TV, film)
6. determines theme
7. determines bias

(A) TOPIC: WHO ARE THE NATIVE PEOPLES?

	Resource Material	Available From
1.	Canada - The Canadian Constitution, 1981.	Native Studies Resource Package
2.	Zlotkin, N., Unfinished Business: Aboriginal Peoples and the 1983 Constitutional Conference.	Native Studies Resource Package
3.	Cumming/Mickenberg, Native Rights in Canada, Map - p.4 - treaties.	Native Studies Resource Package
4.	Leechman, Native Tribes of Canada, pp. 3-12.	Native Studies Resource Package
5.	First Ministers Conference, February 1983, Canada'a Aboriginal Peoples.	Native Studies Resource Package
6.	Josephy, A.M., Indian Heritage of America, Chap. 5.	Copy Ordered for Each Center
7.	Morman Bible - Book of Ether.	Native Studies Resource Package
8.	Holy Bible - Book of Genesis.	Native Studies Resource Package
9.	Goodman, Jeffrey, American Genesis.	Copy Ordered for Each Center
10.	Sanders/Peek, Literature of the American Indian, "Winnebago Origin Account".	Native Studies Resource Package
11.	Geographic Board, Handbook of Indians of Canada, (Coles).	One copy available from Dumont Library upon request (Call number 970.1 H52H13)
12.	Hodge, F.W., Handbook of American Indians.	Not available.
13.	Josephy, A.M., Indian Heritage of America.	Copy Ordered for Each Center
14.	Leechman, D., Native Tribes of Canada.	Copy Ordered for Each Center
15.	Munro, I., Native Peoples of Canada.	Copy Ordered for Each Center

(B) TOPIC: NATIVE CULTURES DIVERSITY

Resources	**Available from**
1. Culture is "...that complex whole which includes knowledge, belief, art, morals, law, customs, and any other capabilities and habits acquired by man as a member of a society." p.1, Primitive Culture, 1871, Taylor, E.B.	Copy ordered through inter library loan -- will forward
2. "...the patterns and standards (activities, habits, beliefs, impossibilities) traditionally handed down in his community." p.2&3, Patterns of Culture, Benedict, R.	Native Studies Resource Package
3. "...a way of thinking, feeling, believing. It is the group's knowledge stored up (in memories of men; in books and objects) for future use. ...refers to the distinctive way of life... ...constitutes a storehouse of the pooled learning of the group. pp. 24-25, Mirror for Man, Kluckhohn, C. **Note:** Use the three definitions and for the presentation, either Benedict or Kluckhohn, or both; Chap. 1 & 2.	Copy ordered through inter library loan -- will forward
4. Pamphlet: The Metis: A Western Canadian Phenomenon, Metis National Council; or a similar quotation from a Native organization containing the world "culture" or one of its forms.	Native Studies Resource Package
5. Leechman, Douglas, Native Tribes of Canada, Gage.	Copy Ordered for Each Center
6. Josephy, A.M., The Indian Heritage of America, Bantam, Chap. 2 & 3.	Copy Ordered for Each Center

Resources	Available From
7. Foster, M.K., Canada's Indigenous Languages: Present and Future, from Language and Society, Information Branch, Commissioner of Official Languages, #7 w/sp. '82.	Native Studies Resource Package
8. Filmstrip - Introduction to Our Canada: Native People, 205C 0180 032	National Film Board of Canada
or Filmstrip Kit - The Native Peoples of North America, Series 50-3, Moreland-Lathcford,	
Strips: Great Plains-Initial European Contact.	
Great Plains-European Contact to Today.	Dumont Library
9. Leechman, Douglas, Natives Tribes of Canada.	Copy Ordered for Each Center
10. Josephy, A.M., the Indian Heritage of America, Chap. 1,2,3.	Copy Ordered for Each Center
11. Bowles, Hanley, Hodgins, Rawlyk, The Indian: Assimilation, Integration, or Segregation, pp. 170-188.	Native Studies Resource Package
12. Hendry, C.E., Beyond Traplines, pp. 29-37.	Native Studies Resource Package
13. Josephy, A.M., The Indian Heritage of America, Chap. 4.	Copy Ordered for Each Center
14. Leechamn, D., Native Tribes of Canada.	Copy Ordered for Each Center

(C) **TOPIC: NATIVE WOMEN**

	Resource Material	Available From
1.	Mother of Many Children - film	National Film Board
2.	"Women Wage War!", Saskatchewan Indian, Feb./March, 1980, p. 2.	Native Studies Resource Package
3.	"Native Women Want Legislative Changes: The Absurdities of Indian Status", The Leader Post, May 17, 1984.	Native Studies Resource Package
4.	Issues Concerning the Role of Native Women in the Winnipeg Labour Market, Clatworthy.	Copy Ordered for Each Center
5.	Resident Metis Women's Perception of Local Social Reality in Seven Northern Communities, Poelzer, Poelzer.	Copy Ordered for Each Center
6.	"Women in Saskatchewan Prison, Part I and II", Vye Bouvier, New Breed Journal, Sept./82, Oct./82.	Native Studies Resource Package
7.	The Ways of My Grandmothers, Beverly Hungry Wolf.	Copy Ordered for Each Center
8.	Indian Women of the Western Morning, "Status", Terrell and Terell.	Copy Ordered for Each Center
9.	Daughters of the Earth, C. Neithammer, "Women of Power".	Copy Ordered for Each Center
10.	"Occupations", The Objibwe Woman, Ruth Landes, pp. 126-177.	Native Studies Resource Package
11.	Women and Colonization, Etienne and Leacock, "The Mothers of the Nation: Seneca Resistance to Quaker Intervention".	Native Studies Resource Package
12.	"Domestic Relations", Fifty Years on the Saskatchewan, pp. 70-71.	Native Studies Resource Package
13.	Metis History Brochures, Gabriel Dumont Institute. "Role of Women: Indian Women and the Hudson's Bay Company"	Native Studies Resource Package
14.	"Metis Culture: The Role of Women", Cultural Awareness Package, Gabriel Dumont Institute.	Native Studies Resource Package

	Resource Material	Available From
15.	"Company Men and Native Women in Hudson Bay", Strangers in the Blood, J. Brown.	Copy Ordered for Each Center
16.	"The Custom of the Country: An Examination of Fur Trade Marriage Practises", Essays on Western History, Sylvia Van Kirk, Pp. 47-68.	Copy Ordered for Each Center
17.	Indian Women and the Law in Canada: Citizens Minus, K. Jamieson	Copy Ordered for Each Center
18.	"Constitutional Update: Proposed Plans for Non-Status Indians", New Breed Journal, Feb./84.	Native Studies Resource Package
19.	"Indian Women: Status/Non-Status", P.J. Paul.	Native Studies Resource Package

(D) TOPIC: TWO WORLDS MEET

	Resource Material	Available From
1.	Bailey, A.G., The Conflict of European and Eastern Algonkian Cultures, 1504-1700, pp. 23-25 and Chap. 10.	Native Studies Resource Package
2.	Bowles, Hanley, The Indian: Assimilation, Integration, or Separation. pp. 150-152)	Native Studies Resource Package
3.	Walsh, G., Indians in Transition, pp. 37-48 and pp. 82-92.	Native Studies Resource Package
4.	Josephy Jr., A.M., The Indian Heritae of America, Chap. 24 "The Impact of the WhiteMan on Indians"; Chap. 4 "The White Man's Debt to Indians".	Copy Ordered for Each Center

(E) TOPIC: THE METIS

	Resource Material	Available From
1.	"Proposed Plans for Non-Status Indians", Tom Dore, New Breed Journal, Feb./84, pp. 6-8.	Native Studies Resource Package
2.	"Summary of Metis National Council on Metis Rights in the Consitution", Rob Milen, New Breed Journal, Feb./84, p.8.	Native Studies Resource Package
3.	"Sinclair Says Split of AMNSIS Inevitable", Joan Beatty, New Breed Journal, Feb./84, p.9.	Native Studies Resource Package
4.	"Cultural Overview, Lesson Two: Logistics", Cultural Awareness Package, Gabriel Dumont Institute.	Native Studies Resource Package
5.	"Four Geography Lesson on the Metis and Non-Status Indians of Saskatchewan", Gabriel Dumont Institute.	Native Studies Resource Package
6.	"Major Belts of Metis and Non-Status Indians", The Metis Canada's Forgotten people, p.193.	Copy Ordered for Each Center
7.	Elizabeth Metis Settlement, Albina Jacknife, pp. 1-8.	Native Studies Resource Package and Copy Ordered for Each Center
8.	Like the Trees, film	National Film Board
9.	Man Who Chooses the Bush, film	National Film Board
10.	"Modern Metis Consciousness", We are Metis, Duke Redbird, pp.47-54.	Native Studies Resource Package
11.	"Working Together", Gabriel's Children, Rita Shilling, pp 143-173.	Native Studies Resource Package
12.	"The Forgotten People", "The Development of Political Organizations", "The Present Day Metis", The Metis Canada's forgotten people, pp 143-194.	Copy Ordered for Each Center

Resource Material	Available From
13. The Genealogy of the First Metis Nation, D. Sprague, R. Frye, p.11.	Copy Ordered for Each Center
14. Metis Development and the Canadian West, Gabriel Dumont Institute.	Native Studies Resource Package
15. "Metis Artisans", T.J. Brasser, Beaver, Autumn, 1975.	Native Studies Resource Package
16. Aboriginal Rights Consultation Program, Gabriel Dumont Institute, (Slide, Tape, Instructor Guide),	
"The Birth of the Metis Nation, The Metis Nation in Western Canada",	
"The Union of the Metis Nation With Canada",	
"The Metis Movement Outisde Manitoba".	Dumont Library
17. Metis History Brochures, Gabriel Dumont Institute:	
"The Battle of Seven Oaks"	
"Red River Resistance, 1869-70"	
"Louis Riel and the Metis of the Northwest"	
"The Causes of the 1885 Resistance"	
"A Behind the Scene Look at the Resistance of 1885"	
"The 1885 Resistance Battles"	Native Studies Resource Package
18. Notrez/Our Heritage, Union Metis.	Native Studies Resource Package
19. Aboriginal Rights Consultation Program, Gabriel Dumont Institute.	
"After the Riel Resistance" "Metis Struggles in the Past 50 Years"	Dumont Library

(F) TOPIC: GOVERNMENTS AND THEIR POLICIES

Resource Material	Available From
1. Bowles, Hanley, et al, The Indian: Assimilation, Integration or Separation; -Government, pp. 109-130 -Activities of the Indian Affairs Branch, pp. 82-88; -Whose Responsibility Is It? pp. 89-90; -Legislated Discrimination, pp. 90-95; -No Recognition for Aboriginal Title, pp. 71-72; -British Policy, pp. 129-130;	Native Studies Resource Package
2. Cummings/Mickenberg, Native Rights in Canada, -Chap. 4, Origins and Recognition of Aboriginal Rights; -Chap. 10, History of the Pattern of Dealings with Native Peoples in Canada; -Chap. 19, Special Case of the Metis; -Appendix II, Royal Proclamation, 1763; -Appendix V, Report of Honourable W.A. MacDonald.	Native Studies Resource Package
3. Hawthorn, H.B., edt., A Survey of the Contemporary Indians of Canada, Vol. 1, -Chap. 18, Federal and Provincial Roles in Indian Affairs; -Index: Provincial Governments;	Native Studies Resource Package
4. Josephy, A.M., Indian Heritage of America, pp. 342-343.	Copy Ordered for Each Center
5. Walsh, Gerald, Indians in Transition, pp. 143-144 and pp. 153-154.	**Native Studies Resource Package** & Copy Ordered for Each Center
6. Canada, The Canadian Constitution, 1981.	Native Studies Resource Package (See file **A 1**)
7. Native Rights in Canada, Cumming and Mickenberg.	Native Studies Resource Package (see file **F 2**)
8. Department of Indian Affairs, Brief to the Special Senate Committee on Poverty, from the Senate of Canada Senate Committee on Poverty #14, January 20, 1970, pp. 14:47-14:52.	Copy ordered through inter library loan--wil forward

(G) **TOPIC: NATIVE PEOPLE AND THEIR POLITICAL SYSTEMS**

	Resource Material	Available From
1.	"Contemporary Issues: Lesson 9, Native Organizations", Cultural Awareness Package, Gabriel Dumont Institute.	Native Studies Resource Package
2.	"A Brief History of the Association of Friendship Centres, Lesson 9," Cultural Awareness Package, Gabriel Dumont Institute.	Native Studies Resource Package
3.	"Metis Struggles of the 20th Century", (formerly "From 1885 to the Present"), New Breed Journal, Oct./78, Nov.,Dec./78.	Native Studies Resource Package
4.	The First Nations: Indian Government and the Canadian Confederation, F.S.I., "Early History".	Native Studies Resource Package
5.	"The History of the Metis Organization of Saskatchewan", Wesley Budd.	Native Studies Resource Package
6.	Ontario Indian, June/82:	
	"Not and Indian Invention", Richard Powless, P.44.	
	"How Does Our Political Garden Grow?", Brian Maracle, p.58.	
	"Politics and Propaganda", Robert Lafontaine, p.13.	Native Studies Resource Package
7.	The Canadian Constitution	Native Studies Resource Package (See file **A 1**)
8.	"Questions and Answers About the Constitution", AMNSIS.	Native Studies Resource Package
9.	"Defining Metis Aboriginal Rights in the Canadian Constitution", New Breed Journal, Feb./84, p.5.	Native Studies Resource Package
10.	The First Nations: Indian Government and the Canadian Confederation, Federation of Saskatchewan Indians, p. 82-83.	Native Studies Resource Package

Resource material	Available From
11. "First Minister's Conference on Aboriginal Constituional Matters", Document: 800-17/007, Metis National Council, March 15-16/83.	Native Studies Resource Package
12. The People of This Land, Film	National Film Board
13. "Man's World", Ojibwe Heritage, Basil Johnston, p. 59-	Copy Ordered for Each Center
14. Man's Rise to Civilization as Shown by the Indians of North America, Peter Farb,:	
(**Six Nations**): "The Greeks of America"; "The Democracy of the League and Marxism"; (**Pacific Northwest**): "The Affluent Societies of the Pacific Coast"; "A Complex Social Organizatin"; "Rank and Status";	Copy Ordered for Each Center
15. The Red River Settlement, A. Ross, pp. 248-252.	Native Studies Resource Package
16. Hold High Your Heads, Tremaudan, pp. 13-16, 62-99.	Copy Ordered for Each Center

(H) TOPIC: NATIVE MINORITIES AND CANADIAN SOCIETY

Resource Material	Available From
1. Bowles, et al, The Indian: Assimilation, Integration, or Separation? pp39-40.	Native Studies Resource Package
2. Elliot, J.L., Native Peoples, Chap. 1.	Native Studies Resource Package
3. Josephy, A.M., The Indian Heritage of America, Chap. 1.	Copy Ordered for Each Center
4. Porter, J., The Vertical Mosaic.	Native Studies Resource Package
5. Walsh, G., Indians in Transition, pp. 109-111.	Copy Ordered for Each Center

(I) TOPIC: THE INDIVIDUAL AND CULTURE

Resource Material	Available From
1. "Culture, Topic I, Lesson 6", Cultural Awareness Package, Gabriel Dumont Institute.	Native Studies Resource Package
2. Cultural in Process, Alan R. Beals, pp. 19-21.	Native Studies Resource Package
3. There is My People Sleeping, Sarain Stump.	
4. Two Forms of Art, Sarain Stump.	Native Studies Resource Package
5. American Indian Graphic Symbols and Their Adaptation in Art, Sarain Stump.	Native Studies Resource Package
6. "Suntep Cross-Cultural Module: Leader's Manual", Sherry Farrell-Racette.	Native Studies Resource Package
7. Teaching Strategies for Ethnic Studies, James Banks, pp. 61-63.	Native Studies Resource Package
8. Running Brave, VCR	Available on VCR through commercial outlets.
OR The Red Dress, Charley Squash Goes to Town, films	Available from National Film Board

(J) TOPIC: LOOKING FOWARD

Resource Material	Available From
1. Standing Alone, film	Available from National Film Board