
SPATIAL SKILLS/ACTIVITIES

GRADE 5: PEOPLE AND ENVIRONMENTS:

THE ROLE OF GOVERNMENT AND RESPONSIBLE CITIZENSHIP

ABSTRACT:

These activities focus on Canada's First Nations, Métis and Inuit (FNMI) communities and some of the potential issues they face when accessing resources and services.

GUIDING QUESTION:

How can government(s) address or how is government(s) responsible for addressing issues of access to resources and services for FNMI communities?

SPATIAL SKILLS FOCUS:

- Extracting information from maps

LEARNING GOALS

- We are learning to gather a variety of information
- We are analyzing a source to determine perspective.
- We are learning to compare and contrast how different groups may view and interpret the same issue.

CONCEPTS OF DISCIPLINARY THINKING:

Perspective

This concept refers to the ways that different individuals or groups view something (e.g., an issue, event, development, person, place, process, interaction). Students learn that groups have differing perspectives, which depend on factors such as beliefs, social position, geographic location, and so on.

OVERALL EXPECTATIONS

B2 use the social studies inquiry process to investigate Canadian social or environmental issues from various perspectives, including the perspectives of the level (or levels) of government responsible for addressing the issues

SPECIFIC EXPECTATIONS

B2.3 analyze and construct maps in various formats, including digital formats, as part of their investigations into social and/or environmental issues

B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools

Prior to Spatial Skills Activities

- Please note: It is suggested that teachers review the information found in the following links to provide greater historical context, significance and perspective when addressing issues related to FNMI communities, including the impacts of the arrival of Europeans. An additional article that supports teachers and students when engaging in potentially sensitive and controversial discussions is also provided.

<http://www.ideas-idees.ca/blog/reasons-first-nations-decolonization-canadian-context>

<http://www.ideas-idees.ca/blog/teaching-conflict-and-controversial-issues-diverse-and-multicultural-classrooms>

First Nations in Canada is an educational resource designed for use by young Canadians; high school educators and students

- Explore a print newspaper or other media source to determine examples of social issues relating to First Nations, Metis and Inuit communities. What is common about these issues? Whose perspective is identified in these articles? What perspectives are missing?

<http://teachingkidsnews.com/2013/01/08/4-idle-no-more/>

<http://teachingkidsnews.com/2011/11/29/attawapiskat-canadas-fourth-world-community>

<http://metronews.ca/features/first-nations-education/>

<http://metronews.ca/features/first-nations-education/982876/first-nations-students-hang-on-to-hopes-despite-education-shortfalls/>

<http://www.fncaringsociety.com/canadian-geographic-video-school-attawapiskat>

- The sites above refer to education issues and how FNMI communities are responding in various regions.
- Invite an Elder or community member to visit...**Note: Please follow school board protocols and respect local traditions concerning the invitation/visitation of an Elder or community member who is sharing traditional knowledge and/or teachings.
- Examine how various First Nations forms of governance compare to forms of government within the local community(ies).

Detailed Spatial Skills Activities

- Review the guiding question: What role should government play in regards to First Nation, Metis and Inuit issues?
- Based on the reserve communities examined in the sample activities section, explore the locations of First Nations communities in Ontario (or beyond) on a map. Some points for discussion: *What patterns do you notice? What are some of the challenges associated with accessing resources and services in these locations? How might things be different if the reserves were in cities? What action (if any) do you feel needs to be taken? How can communities/government respond to the issues?*

<https://www.ontario.ca/aboriginal/ontario-first-nations-map>

<https://www.aadnc-aandc.gc.ca/eng/1100100020331/1100100020335>

<http://firstnation.ca>

<http://esri.ca/en/content/aboriginal-peoples-and-european-settlement-canada-0>

Examining Perspectives

- Use evidence from the maps and other resources to examine a possible perspective of First Nations Peoples. Examine the same issue from a government perspective. Consider housing, health care or resource rights. What other perspectives should we consider and how could a map help us to explore this?
- How have current government policies affected present day rights of First Nations Peoples in Canada? What is behind the Idle No More? (What are some of the challenges in accessing these services?)
- Watch the video and/or read the information:
www.idlenomore.ca/manifesto
www.cbc.ca/news/canada/9-questions-about-idle-no-more-1.1301843
- What are some of key the issues? Using a T-Chart, record the perspectives of Aboriginal People and the Government of Canada
- Where have the Idle No More Movement protests taken place in Canada?
- Research the locations of Idle No More protests in Canada. Record these locations as part of a spatial journal. What do you notice about the location of these protests? What services are available to the FNMI people in these areas? (for example: what are some of the challenges in Attawapiskat, Ontario?)

ASSESSMENT

A FOR L

Offer feedback on students' ability to read and create maps.

A AS L

Students' ability to develop and apply criteria within anchor charts to deepen their understanding of a variety of perspectives.

EXTENSIONS

- What is a treaty and how did/does it impact FNMI people?
- Why are FNMI communities located where they are? How do treaties impact location? <http://www.ontario.ca/aboriginal/treaties>
- Download the First Nations and Treaties map of Ontario *or order from ServiceOntario Publications.*
<https://www.ontario.ca/aboriginal/ontario-first-nations-map>

Investigate the Ring of Fire agreement with Aroland First Nation, Constance Lake First Nation, Eabametoong First Nation, Ginoogaming First Nation, Marten Falls First Nation, Neskantaga First Nation, Nibinamik First Nation, Long Lake #58 First Nation, and Webequie First Nation. Are the interests of FNMI adequately addressed?

<http://www.thesudburystar.com/2014/03/26/province-matawa-chiefs-sign-landmark-agreement>

<http://news.ontario.ca/mndmf/en/2014/03/ontario-first-nations-to-work-together-on-ring-of-fire.html>

<http://www.cbc.ca/news/canada/thunder-bay/ontario-first-nations-ink-framework-deal-on-ring-of-fire-region-1.2588317>

<https://www.placestogrow.ca/images/pdfs/GPNO-Introduction-final.pdf>

Identify the stakeholders and the different perspectives in this situation (Northern Ontario residents, Aboriginal People, government, industry).

ADDITIONAL RESOURCES

- Aboriginal Affairs and Northern Development Canada First Nation Profiles Interactive Map – this website includes First Nation community information, including links to First Nation community websites and First Nation Profiles across Canada. <http://fnpim-cippp.inac-ainc.gc.ca/index-eng.asp>
- Aboriginal People in Ontario – this is the Government of Ontario website that outlines the services, programs, and funding available for Ontario’s Aboriginal people. <http://www.ontario.ca/aboriginal/aboriginal-peoples>
- First Nation Communities in Ontario – this site has links to First Nation communities in Ontario. It includes maps, community names, band tribal council numbers, primary tribal organizations, and treaties. Links to schools and health centres are also available. <http://firstnation.ca>
- First Nations Children and Family Caring Society – The “Campaign Resources” tab provides a thought provoking printable poster for National Aboriginal Day. It depicts the high price of food in Attawapiskat, Ontario. It also has links to Jordan’s Principle (First Nations children’s access to government services available to others) and Shannen’s Dream (equitable education for First Nations children) <http://www.fncaringsociety.com/child-and-youth-engagement-gallery-and-resources>
<http://www.fncaringsociety.com/7-free-ways-make-difference>
- National Film Board of Canada- 2013 TIFF entrant Hi-Ho Mistahey! is the documentary film behind Shannen’s Dream. It runs 99 minutes 46 seconds. https://www.nfb.ca/film/hi-ho_mistahey_en/
- Canada in the Making- How Canada’s Aboriginal people shaped our history http://www.canadiana.ca/citm/themes/pioneers/pioneers2_e.html
http://www.canadiana.ca/citm/themes/constitution/constitution2_e.html
- The Canadian Encyclopedia – Canada’s Aboriginal People <http://www.thecanadianencyclopedia.ca/en/browse/People/Aboriginal%20Peoples/>
- Teaching Kids News – timely, relevant, and age appropriate news articles for kids. <http://teachingkidsnews.com>
- Idle No More – the official website of Idle No More Canada <http://www.idlenomore.ca> <http://www.idlenomore.ca/manifesto>