

**Lesson 1:**

**Lesson Title: Indigenous Women and Status**

**Course: History 30**

**Designer: Morganne Connick**

**Learning Outcomes/Intentions**

**Formal Unit Outcome(s):**

EG1: **Know** that within the Canadian Community, seeking of new relationships that satisfy the needs of an increasingly diverse society is proving to be a difficult process.

**Treaty Education Outcomes:**

TPP12: **Represent** personal understanding of the concept, *We Are All Treaty People*

- Examine the benefits of treaties as a way of defining and honouring relationships between nations,
- Examine the importance of decolonization as a process that supports the understanding that *We Are All Treaty People*

HC12: **Examine** how treaties within contemporary society impact an individual's lives

- Analyze responses to treaties in current federal and provincial government policies.

**Understandings: (learners will understand that...)**

**U1:** In Canada, it can be difficult for the government to meet the needs of diverse societies.

**U2:** The Canadian Government has worked successfully and unsuccessfully to meet the diverse needs of all its citizens.

**Essential Questions: (learners will be considering...)**

**EQ 1:** How has the Canadian Government approached the needs of diverse societies.

**EQ 2:** What are some of the ways: bills, constitutions and legislative decisions Canada has made to meet these needs.

**Knowledge:**

**Learners will know...**

- **Topic 1:** Changing Realities: The peoples of Canada
- **Key concepts:** Diversity, inequality, identity, Charter of Rights, Aboriginal Rights.
- **Subtopics:**
- The just society and Aboriginal Peoples

**Skills:**

- Evaluating events and issues,
- Apply historical and contemporary situations,
- Identify cause and effect relationships,
- Use personal experiences to achieve a greater understanding of concepts,

## Assessment Evidence

### **Formative Assessments (Assessment for Learning):**

Students will be filling out a KWL chart to track down their learning on the topic of Indigenous women and Status.

### **Summative Assessments (Assessment of Learning):**

Once this unit is complete, students will be tasked with writing a research essay that informs readers about a repressed or marginalized group in Canada. The topic of Indigenous women and Indigenous women is an option student can take. There will additionally be a section on the final exam that will ask about the Status and Indigenous women in Canada.

## Safety

- This lesson does explore content that is sensitive to some as it does deal with trauma faced by Indigenous women and communities. It is important that this be taken into consideration when this content is covered.

## Materials

- Powerpoint slides,
- Link to the Women in Canadian History: Mary Two-Axe Earley video: <https://www.youtube.com/watch?v=0AXc9u5SuRA&t=1s> ,
- KWL Chart,
- Pencils or Pens, and
- Access to a projector.

## Learning Plan

### **Learning Experiences & Instruction:**

#### **Activating and engaging:**

The class will begin with a Treaty Acknowledgement before we officially begin class. A copy of a KWL chart will be handed to students before they begin viewing the short film and the class discussion. The short video Mary Two Axe Earley, will be played to introduce students to the concept of Status. Students will fill out the K section before they begin and how it relates to their knowledge of Indigenous women in Canada and or status. Followed by W, what they want to learn.

#### **Discovering and exploring:**

A series of slides will be presented to students that cover the bulk of the content. First the Indian Act and the direct relation to oppressing Indigenous women by stripping them of status if they

married a non-Indigenous or non-status man. This will be presented through slides and a group discussion. Students are urged to share any information they have on the subject they find important. The second section will focus on Bill C-31, more specifically how Section 15 affected women. In addition, section 6 “Persons Entitled to be Registered”. This explores the two classes of status and whether or not status will be passed to a child.

**Organizing and integrating:**

Students will be given time to fill out and complete the KWL Chart. With the time remaining in class students will take part in pod discussions to review their KWL learning.

**Background Info for you & resources:**

**Resources:**

- First Nations & Indigenous Studies. (2009). Bill C-31. Indigenous Foundations. Arts.ubc.ca. [https://indigenousfoundations.arts.ubc.ca/bill\\_c-31/](https://indigenousfoundations.arts.ubc.ca/bill_c-31/)
- First Nations & Indigenous Studies. (2009). The Indian Act. Indigenous foundations. arts.ubc.ca. [https://indigenousfoundations.arts.ubc.ca/the\\_indian\\_act/](https://indigenousfoundations.arts.ubc.ca/the_indian_act/)
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- McNab, M. (2006). Indigenous Women’s issues in Canada. The Canadian Encyclopedia. Retrieved from: <https://thecanadianencyclopedia.ca/en/article/native-womens-issues>