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| SOCIAL STUDIES 30 | ART 30 | SAMPLE LESSON PLANMISSING AND MURDERED INDIGENOUS WOMEN AND GIRLS (MMIWG) |
| This sample lesson plan supports Education for Reconciliation through the inclusion of First Nations, Métis, and Inuit perspectives and experiences, with learning outcomes identified in the current Alberta programs of study for high school social studies and art. This sample lesson plan includes content(s) or context(s) related to one or more of the following aspects of Education for Reconciliation:* diverse perspectives and ways of knowing of First Nations, Métis, or Inuit, including values, traditions, kinship, language, and ways of being;
* understandings of the spirit and intent of treaties; or
* residential schools’ experiences and resiliency.

Links and relevant information in Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout Curriculum and Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum are provided to support understandings of First Nations, Métis, or Inuit ways of knowing. Both online resources are accessed through LearnAlberta.ca.This sample lesson plans is best supported by a cross-disciplinary approach as it will enhance learning opportunities for students to explore concepts and content. |
| Education for Reconciliation: Perspectives |
| **Program of Studies Outcomes****Social Studies 30-1: Perspectives on Ideology****Related Issue 2:** To what extent is resistance to liberalism justified?**General Outcome:** Students will assess impacts of, and reactions to, principles of liberalism. 2.11 analyze perspectives on the imposition of the principles of liberalism (Aboriginal experiences, contemporary events) 2.12 analyze the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, neo-conservatism, postmodernism, extremism) 2.13 evaluate the extent to which resistance to the principles of liberalism is justified**Related Issue 3:** To what extent are the principles of liberalism viable?**General Outcome:** Students will assess the extent to which the principles of liberalism are viable in a contemporary world. 3.9 evaluate the extent to which the principles of liberalism are viable in the context of contemporary issues (environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship, illiberalism)**Related Issue 4:** To what extent should my actions as a citizen be shaped by an ideology?**General Outcome:** Students will assess their rights, roles and responsibilities as citizens. 4.8 evaluate the extent to which ideology should shape responses to contemporary issues 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership 4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action**Skills and Processes:** *S.1 develop skills of critical thinking and creative thinking:* * + evaluate ideas and information from multiple sources
	+ synthesize information from contemporary and historical issues to develop an informed position
	+ assemble seemingly unrelated information to support an idea or to explain an event
	+ analyze current affairs from a variety of perspectives

 *S.2 develop skills of historical thinking:* * + analyze multiple historical and contemporary perspectives within and across cultures

 *S.4 demonstrate skills of decision making and problem solving:** + demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues

 *S.5 demonstrate skills of cooperation, conflict resolution and consensus building:** + demonstrate leadership during discussions and group work
	+ respect the needs and perspectives of others
	+ collaborate in groups to solve problems

 *S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:** + demonstrate leadership by engaging in actions that enhance personal and community well-being
	+ acknowledge the importance of multiple perspectives in a variety of situations

 *S.7 apply the research process:* * + develop, express and defend an informed position on an issue
	+ draw pertinent conclusions based on evidence derived from research
	+ consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues
	+ integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry
	+ select and analyze relevant information when conducting research

**Social Studies 30-2: Understandings of Ideologies****Related Issue 2:** Is resistance to liberalism justified?**General Outcome:** Students will understand impacts of, and reactions to, liberalism. 2.11 examine perspectives on the imposition of liberalism (Aboriginal experiences, contemporary events)  2.12 examine the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, extremism) 2.13 evaluate the extent to which resistance to liberalism is justified **Related Issue 3:** Are the values of liberalism viable?**General Outcome:** Students will understand the extent to which the values of liberalism are viable in a contemporary world. 3.8 evaluate the extent to which the values of liberalism are viable in the context of contemporary issues (environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship)**Related Issue 4:** Should ideology be the foundation of identity?**General Outcome:** Students will understand their rights, roles and responsibilities as citizens. 4.7 analyze the extent to which ideology should shape responses to contemporary issues 4.8 develop strategies to address local, national and global issues that demonstrate individual and collective leadership 4.9 explore opportunities to demonstrate active and responsible citizenship through individual and collective action**Skills and Processes:** *S.1 develop skills of critical thinking and creative thinking:* * + evaluate ideas and information from multiple sources
	+ determine the strengths and weaknesses of arguments
	+ analyze current affairs from a variety of perspectives
	+ identify main ideas underlying a position or issue

 *S.2 develop skills of historical thinking:** + understand diverse historical and contemporary perspectives within and across cultures

 *S.4 demonstrate skills of decision making and problem solving:** + demonstrate skills needed to reach consensus, solve problems and formulate positions

 *S.5 demonstrate skills of cooperation, conflict resolution and consensus building:** + make meaningful contributions to discussion and group work
	+ consider the points of view and perspectives of others
	+ demonstrate cooperativeness in groups to solve problems

 *S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:* * + demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community
	+ promote and respect the contributions of team members when working as a team
	+ cooperate with others for the well-being of the community

 *S.7 apply the research process:* * + develop and express an informed position on an issue
	+ develop conclusions based on evidence gathered through research of a wide variety of sources
	+ consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues
	+ select relevant information when conducting research

 *S.8 demonstrate skills of oral, written and visual literacy:** + communicate effectively in a variety of situations
	+ engage in respectful discussion
	+ use a variety of oral, visual and print sources to present informed positions on issues
	+ ask respectful and relevant questions of others to clarify viewpoints on an issue
	+ make respectful and reasoned comments on the topic of discussion

**Fine Arts: Art 30****ENCOUNTERS: Impact of Images*:***Question sources of images that are personally relevant or significant to them in contemporary culture*.***A.** Imagery can depict an important local, political or social issue.**B.** Imagery can depict important aspects of the student’s own life.**COMPOSITIONS: Components:** Use personal experiences as sources for image making. **A.** The selection and presentation of perceptions, conceptions and experience as visual content for artworks is an important aim of the artist.**Resources[[1]](#endnote-1)**Smith, Grace. *My Only Daughter* [motion picture]. Canada: Grace Rebecca Smith Documentaries, 2016.**Summary:** *My Only Daughter* follows the story of Karina Wolfe, as told by her mother. From stories of Karina as a young baby, to her disappearance, and on to her mother’s heartbreaking search for her missing daughter, the documentary speaks to issues surrounding the experience of being an Indigenous woman in Canada. Through the perspective of a mother whose daughter has been missing for five years, this documentary places a spotlight on the issue of missing and murdered Indigenous women. Throughout the film, the director addresses stereotypes of Indigenous women and speaks to the resulting dehumanization and oppression caused by such stereotypes and misunderstandings. As they watch this documentary, viewers will come to understand the historical roots of violence and abuse against Indigenous women and the contemporary legacy of 150 years of oppression. Viewers will also be exposed to the various ways, such as marches, vigils, and other gatherings, through which individuals can be involved in spreading awareness of this issue. ***Teacher notes:*** *This resource points to colonialism and European patriarchal society as being a source of contemporary problems. You may wish to provide background information about colonialism and the Indian Act to help support understanding. The beginning of the documentary presents a discussion regarding violence, abuse, and murder of Indigenous women that some viewers may find difficult and upsetting. Teachers are encouraged to familiarize themselves with this resource and supports for students (including counselling and Elder support, as necessary), as well as student readiness prior to using this resource in the classroom.*Manitoba Arts Council. *The REDress Project.* 2014.Retrieved from: <http://www.redressproject.org/?page_id=27>**Summary:** The REDress Project is an art installation focused on creating awareness of and attention to the national crisis of gendered and racialized violence against Aboriginal women. Created by Métis artist Jamie Black, this art installation consists of 600 donated red dresses that display an aesthetic response to the National Crisis of Missing and Murdered Indigenous Women and Girls (MMIWG). This website also provides a biography of the artist, background information about the project, and a photo gallery of the installation as it moves to different public spaces. Contact information for individuals and/or groups and organizations interested in hosting this art installation is provided. Metcalf-Chenail, Danielle (ed.). *In This Together: Fifteen Stories of Truth and Reconciliation.* Brindle & Glass Publishing, 2016. **ISBN:** 978-1927366-448. **Language:** English.**Summary:** This collection of personal essays from both Indigenous and non-Indigenous contributorsoffers a multi-layered exploration of colonialism and its effects on all people in Canada. The contributors speak candidly about experiences of language loss, racism, residential schools, and the legacy of colonialism in their lives and the lives of those around them. Readers will learn about the importance of language, cultural identity, and voice, as contributors share experiences and perspectives on ceremonies, ancestry, heritage, and feeling “othered” on their own land. ***Teacher notes:*** *This collection describes and explores issues of violence, suicide, drug and alcohol use, sexual abuse, bullying, and verbal abuse. Issues related to murdered and missing Indigenous women and girls, residential schools, the Sixties Scoop, and the high rate of suicide in First Nations, Métis, and Inuit communities are also explored. Highly charged and/or offensive language, curse words, and slurs are used at times in this collection. Care and sensitivity is necessary when sharing these essays with students.* Native Women’s Association of Canada. *Community Resource Guide: What Can I Do to Help the Families of Missing and Murdered Aboriginal Women and Girls.* 2010.**ISBN:** 978-0-9867335-0-5. **Language:** English. Retrieved from: <https://www.nwac.ca/wp-content/uploads/2015/05/2012_NWAC_Community_Resource_Guide_MMAWG.pdf>**Summary:** This *Community Resource Guide* is a toolkit for teachers, educators, people assisting families of MMIWG, and advocates and campaigners for MMIWG. Included in this toolkit is background information on MMIWG, ways to get involved in your community, tips on organizing community events, and how to introduce the issue of MMIWG into the classroom. Additional resources to support learning about missing and murdered Indigenous women and girls are also listed. Native Women’s Association of Canada. Building on the legacy of the NWAC Faceless Doll Project: Create your own Faceless Dolls*.* 2012*.* Retrieved from <https://www.nwac.ca/wp-content/uploads/2015/05/2012_Building_on_the_Legacy_of_NWAC_Faceless_Doll_Project.pdf>**Summary:** This resource provides the history and introduction to the Faceless Dolls Project initiated by the Native Women’s Association of Canada. This resource outlines ways that individuals and classrooms can create their own Faceless Dolls. Printable templates for the dolls are accessible through a link included in the resource.Walking With Our Sisters. 2017. Retrieved from: <http://walkingwithoursisters.ca/about/the-project/>**Summary:** This website provides background information regarding the Walking With Our Sisters (WWOS) commemorative art project designed to honour the thousands of missing and murdered Indigenous women and girls in North America. This website details where the WWOS art installation has travelled. Complete with media articles and photos, viewers gain a better understanding of the power and strength of the art installation and its impact on people across North America. **Purpose**In this lesson, students will explore the National Crisis of Missing and Murdered Indigenous Women and Girls (MMIWG) as a social issue of national significance. Students explore ways to engage in leadership possibilities through social activism or artistic endeavours. Students examine ways of bringing this crisis to the attention of their community.**Introduction**Students watch the documentary “My Only Daughter” that presents the story told byCarole Wolfe about her journey to find answers to questions about her daughter Karina’s disappearance. As students watch the documentary, they should consider possible systemic issues that have led to this crisis. Students discuss their observations after viewing the documentary. **Activity/Experience**Divide students into seven groups. One of the following texts/sources is assigned to each group: * [Fact Sheet: Violence Against Aboriginal Women](https://www.nwac.ca/wp-content/uploads/2015/05/Fact_Sheet_Violence_Against_Aboriginal_Women.pdf);
* [Fact Sheet: Root Causes of Violence Against Aboriginal Women](https://www.nwac.ca/wp-content/uploads/2015/05/Fact_Sheet_Root_Causes_of_Violence_Against_Aboriginal_Women.pdf);
* [Fact Sheet: Missing and Murdered Aboriginal Women and Girls](https://www.nwac.ca/wp-content/uploads/2015/05/Fact_Sheet_Missing_and_Murdered_Aboriginal_Women_and_Girls.pdf);
* “Colonialism Lived” by Emma Larocque (*In This Together* , pp. 133-144);
* [Faceless Doll Project](https://www.nwac.ca/wp-content/uploads/2015/05/2012_Building_on_the_Legacy_of_NWAC_Faceless_Doll_Project.pdf);
* [Walking With Our Sisters Project](http://walkingwithoursisters.ca/about/the-project/); and
* [The REDress Project](http://www.redressproject.org/?page_id=27).

Each group will examine and discuss its assigned text/source. Once each group has examined and discussed its assigned text/source, the group members summarize the main ideas and share a summary with the class in the same order as assigned above.Students will individually reflect on the following questions and then discuss the following questions as a class:* What statistics did you hear that concerned you?
* How did you feel as you listened to the summaries?
* Which texts/sources resonated the most strongly with you?
* Why do you think that is?
* How did your understanding of the national crisis of MMIWG change as you listened to the summaries?
* What can we do to bring awareness of the national crisis of MMIWG to our communities?

**Conclusion**After the class discussion, students choose to either engage in a community project that builds awareness about the topic of MMIWG or create an installation that visually depicts a sensory experience about this topic.**Extension**Students will gather information and evaluate Canada’s efforts to address the national crisis of MMIWG. Students can create a position paper and present it or send their findings to their local Member of Parliament. **Assessment for Student Learning**Consider multiple ways students can demonstrate their understanding of the national crisis of MMIWG through written response or analysis and evaluation of art projects associated to local, political, or social issues.**Keywords:** National Crisis of Missing and Murdered Indigenous Women and Girls; reconciliation; colonialism; resiliency**Themes:** perspectives; residential schools; experiences; resiliency**Teacher Background**[[2]](#endnote-2)**Walking Together: First Nations, Métis, and Inuit Perspectives in Curriculum*** ([www.learnalberta.ca/content/aswt/](http://www.learnalberta.ca/content/aswt/))

**Talking Together: A Discussion Guide for Walking Together*** ([www.learnalberta.ca/content/aswt/talkingtogether/index.html](http://www.learnalberta.ca/content/aswt/talkingtogether/index.html))

**Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout the Curriculum*** Language, Cultural Identity and Voice ([www.learnalberta.ca/content/fnmigv/index.html](http://www.learnalberta.ca/content/fnmigv/index.html))

**Our Words, Our Ways: Teaching First Nations, Métis and Inuit Learners (Alberta Education)**([education.alberta.ca/media/3615876/our-words-our-ways.pdf](https://education.alberta.ca/media/3615876/our-words-our-ways.pdf)) |

1. Some resources may not be authorized but are provided to identify potentially useful ideas for teaching and learning. The responsibility to evaluate these resources rests with the user. The selected resource(s) provide a perspective specific to an individual, group, or nation; they are not intended to represent the perspectives of all First Nations, Métis, or Inuit. [↑](#endnote-ref-1)
2. All website addresses listed were confirmed as accurate at the time of publication but are subject to change. [↑](#endnote-ref-2)