

**Anthropology 355  
Indigenous Peoples in Canada  
Winter 2020**

**Location:** Math Science 217

**Time:** Tuesday & Thursday 11:00-12:15 PM

<b>Instructor:</b> Dr. Jennifer Leason <b>Email:</b> <a href="mailto:Jennifer.leason@ucalgary.ca">Jennifer.leason@ucalgary.ca</a> <b>Office:</b> ES 752 <b>Office Hours:</b> Tuesday/Thursday 9:45-10:45 AM, 12:30-1:30 PM or by appointment. Office hour sign up sheet is located outside Earth Science #752. Please sign up for office hours in advance.	<b>Teaching Assistant:</b> Mary Sine <b>Email:</b> <a href="mailto:mary.sine@ucalgary.ca">mary.sine@ucalgary.ca</a> <b>Office:</b> ES752 <b>Tutorial Hours:</b> by appointment
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### **BIOGRAPHY**

Boozhoo, Way, Greetings. My name is Jennifer Leason and I am a Saulteaux Métis Anishinaabe Kwe and my Indigenous roots are from Duck Bay and Camperville Manitoba. I am a member of the Pine Creek Indian Band, Manitoba. I would like to acknowledge that the University of Calgary is situated on the traditional Blackfoot place name "Mohkinstsis". I would like to give thanks to the traditional territories of the Blackfoot and Treaty 7 peoples of Southern Alberta, including the Siksika, Piikani, Kainai, Tsuut'ina and Stoney Nakoda First Nations, including Chiniki, Bearspaw and Wesley First Nation. The City of Calgary is also home to Métis Nation of Alberta, Region III.

### **COURSE OVERVIEW:**

Imagine if we could all board a bus that would take us on a journey through time, from time in memorial to the present day. A journey across Canada to explore the richness and diversity of Indigenous cultures through multiple perspectives and lenses. The course begins with an introduction to Indigenous epistemologies and pedagogy as an introduction to Indigenous studies in Canada. The class includes an in-depth overview of Indigenous peoples' and history in Canada with a focus on the richness and diversity of Indigenous cultures, peoples and Nations in Canada. Following an in-depth overview of Indigenous peoples' in Canada, students will engage in a project based learning exercise to strengthen their understanding of Indigenous peoples, bands, communities and Nations across Canada. Through a "flipped class room", students will be assigned to one of ten groups or community of learners. Each community of learners will collaborate on creating a collective report and delivering a classroom presentation/discussion on their assigned community group. Each community of learners will include a description of who (band, nation, demographics); what (cultures, languages); where (geographic region, environment, community connection to place/land); when (key historical or contemporary events); why (contemporary affairs); and how (political, social, and kinship organization, women/gender perspectives).

### **COURSE OBJECTIVES AND INTENDED LEARNING OUTCOMES**

Upon completing the course students should be able to:

- 1) Outline and discuss Indigenous peoples' and history with a focus on the richness and diversity of Indigenous cultures, peoples and Nations in Canada.
- 2) Discuss in an informed way, Indigenous Nations: who (band, nation, demographics and population); what (culture(s), language(s)); where (geographic region, environment, community location and connection to place/land); when (key historical and/or contemporary events); why (contemporary affairs); and how (political, social, and kinship organization, women/gender perspectives).
- 3) Conduct research and compile information and research into a term paper.
- 4) Work collaboratively as a community of learners to co-create a summary of their research papers.
- 5) Present information and ideas through public speaking and leading class discussions.

## REQUIRED TEXTS & READINGS

Belanger, Yale, D. (2018). Ways of Knowing: An Introduction to Native Studies in Canada.

## ADDITIONAL READINGS

Kirkness, V. J. and R. Barnhardt

2001 First Nations and Higher Education: The Four R's - Respect, Relevance, Reciprocity, Responsibility.  
<http://www.ankn.uaf.edu/IEW/winhec/FourRs2ndEd.html>

Truth and Reconciliation Commission of Canada: Calls to Action

2015 [http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls\\_to\\_Action\\_English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)

Links to additional readings will be made available on D2L.

## FORMAT OF THE CLASS:

The format of the class is student-directed seminar and is based on a “flipped classroom” model. A flipped classroom is where students are expected to have read the reading PRIOR TO coming to class. Class time is used to further our understanding of the content through participatory learning and application of higher-order thinking.

The reason for the format of a student-directed seminar is based on how we learn (Glasser 1981):

10% of what we READ

20% of what we HEAR

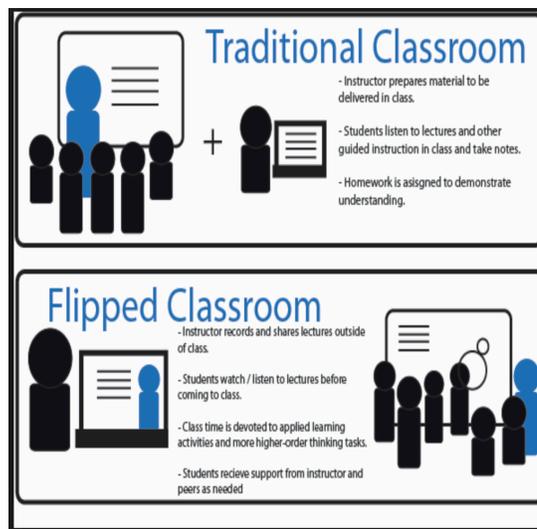
30% of what we SEE

50% of what we SEE and HEAR

70% of what is DISCUSSED with OTHERS

80% of what is EXPERIENCED PERSONALLY

95% of what we TEACH TO SOMEONE ELSE



**Project Based Learning** is a teaching method in which students gain knowledge and skills by working for an extended period to investigate and respond to an authentic, engaging and complex question, problem, or challenge.

- **Key Knowledge, Understanding, and Success Skills** - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, communication, collaboration, and self-management.
- **Challenging Problem or Question** - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- **Sustained Inquiry** - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- **Authenticity** - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students’ personal concerns, interests, and issues in their lives.
- **Student Voice & Choice** - Students make some decisions about the project, including how they work and what they create.
- **Reflection** - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- **Critique & Revision** - Students give, receive, and use feedback to improve their process and products.
- **Public Product** - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

**COURSE BREAKDOWN OF GRADES:**

Percentage	Description	Overview/ Options
<b>FEBRUARY 6: MIDTERM EXAM</b>		
20%	Midterm: February 6th	Multiple choice. On all content covered to date.
<b>DUE MARCH 5: RECONCILIATION PATCHWORK &amp; 1-PAGE SUMMARY</b>		
10%	5% Reconciliation Patchwork 5% 1 page summary: <i>What does reconciliation mean to me?"</i>	In the spirit of reconciliation, students are asked to create a <b>4x4 inch square patch</b> that reflects who they are as individuals, which are then stitched together in the spirit of community or 'the fabric of society and change'. <i>The patch reflects: "What does reconciliation mean to me?"</i>
<b>DUE MARCH 12: INDIVIDUAL TERM PAPER</b>		
25%	Project Based Learning  25% Individual Term Paper: Summary of your portion of the research project  Each group will consist of 4-5 members each. The group will conduct an ethnographic survey of Indigenous peoples in that province.	Each person will take ONE section and research and compile a 10-12-page summary/ report on the following information: <ul style="list-style-type: none"> <li>➤ who (band, nation, demographics);</li> <li>➤ what (cultures, languages);</li> <li>➤ where (geographic region, environment, community connection to place/land);</li> <li>➤ when (key historical or contemporary events);</li> <li>➤ why (contemporary affairs); and</li> <li>➤ how (political, social, and kinship organization, women/gender perspectives).</li> </ul> <b>MUST</b> include minimum of 5 sources.
<b>DUE MARCH 10-APRIL 9</b>		
20%	15% Presentation of Indigenous peoples/Nation	Using the Ignite Format, you will each present your section of the report in maximum 5 minutes each. <a href="http://www.ignitetalks.io">http://www.ignitetalks.io</a> Present and Lead a Presentation <ul style="list-style-type: none"> <li>➤ Set goals of the presentation (what is the outline of your presentation)?</li> <li>➤ Preparation: be concise, thorough and to the point!</li> <li>➤ Includes who, what, where, when and why sections of the project.</li> </ul>
	5% Engagement Discussion Questions	Compile 5 discussion questions to engage your peers in a conversation following your presentation.
<b>DUE MARCH 10-APRIL 9 (MUST BE COMPLETED IN CLASS)</b>		
15%	10 @ 1.5% each participation	There are 10 group presentations from March 10 <sup>th</sup> to April 9 <sup>th</sup> . You required to attend each presentation and participate in a group discussion on the 5 questions posed by your peers.
<b>FINAL PAPER DUE: APRIL 20</b>		
10%	FINAL Group Submission	Compile all individual sections into a final report. Include: <ul style="list-style-type: none"> <li>➤ Title Page;</li> <li>➤ Table of Contents;</li> <li>➤ Authors Biography;</li> <li>➤ Bibliography/ References; and</li> <li>➤ Appendices.</li> </ul>

## TERM PAPER RUBRIC:

The following criteria are used to evaluate and grade papers in courses taught by Dr. Jennifer Leason

- i. **WRITING:** Introduction: Initial definition of topic and statement of general thesis to be developed or argued. It is clear from the introduction what this essay is about, what the main sub-topics are, and author's position. Organization and Presentation. Are the parts of this essay (including introduction, body and conclusion, paragraphs, ideas, concepts and arguments) arranged into a coherent whole? Is the essay neat and set out in a consistent (**AAA format**) format. Are there few typos or misspelled words?
- ii. **ENGAGE WITH RESOURCES:** Understanding and Interpretation of resources (class discussion, activities, readings, literature, videos, guest speakers, etc.). Is it clear that the author writes from a position of knowledge? Does the author know what he or she is talking about?
- iii. **PRESENT IDEAS:** with Creativity and Courage. Does this paper contribute new and original ideas? Is the essay thoughtful and thought provoking? Is there personal potential for application?
- iv. **QUALITY:** Overall impression of the essay. The term essay comes from the French word that means to try. As try been put into this work?  
**Total: \_\_\_/40 \_\_\_% Grade Assigned: \_\_\_**

	<b>90% to 100%</b> <b>(A to A+)</b>	<b>80% to 89%</b> <b>(B+ to A-)</b>	<b>70% to 79%</b> <b>(B- to B)</b>	<b>60% to 69%</b> <b>(C- to C+)</b>	<b>50% to 59%</b> <b>(D to D+)</b>
	<b>Indicates work:</b>	<b>Indicates work:</b>	<b>Indicates work:</b>	<b>Indicates that:</b>	<b>Indicates work:</b>
Engagement with Resources  /10 points	Skillfully selects and incorporates readings and references into examinations and explorations. Exceeds expectations for references. Creative and/or critical resources enhance and strengthen composition.	Draws effectively upon at least two course readings and three additional scholarly references. These and any additional resources are deliberately selected to strengthen examinations and explorations.	Refers to at least two course readings and three additional scholarly references. Use of resources is relevant to examination.	Refers to and/or cites some course readings and/or other resources. Resources are somewhat connected to topic or themes being examined.	Use of resources is inadequate and/or resources are unsuitable for the examination of course themes.
Writing  /10 points	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written language and adherence to APA standards	Demonstrates strong ability to integrate and articulate ideas; strong clarity of written language and adherence to APA standards	Demonstrates acceptable ability to integrate and express ideas; satisfactory written language and adherence to APA standards	Demonstrates limited ability to integrate and express ideas; marginal written language and adherence to APA standards	Demonstrates weak ability to integrate and express ideas; marginal written language and adherence to APA standards
Presentation of ideas  /10 points	Presents exceptional explanation of ideas that are organized, supported, and with quality and relevant examples.	Presents a strong explanation of ideas that are organized, supported, and with quality and relevant examples.	Generally, well developed ideas that are paired with research support and some examples.	Presents ideas that are lacking in some clarity, development, and or examples.	Presents ideas that lack clarity, development and / or examples.
Quality of Examinations and Connections  /10 points	Conducts an insightful, focused, and nuanced examination of course themes. Synthesizes analyses through purposeful connections. Extends examinations meaningfully in relation to real life applications.	Conducts a strong and focused examination of course themes. Purposefully explores relevant connections. Makes meaningful connections to real life applications.	Conducts an appropriate examination of course themes. Makes relevant connections. Considers real life applications.	Examination of course themes is somewhat appropriate. Makes some connections and/or considers real life applications to some extent.	Examination lacks clarity and/or focus or is in need of considerable refinement. Connections are inadequate, inappropriate, or insufficiently related to the examination.

**DEFERRED EXAMS:** A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. An instructor will normally make this decision based on verbal information provided by the student. If an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan. Deferral of the final exam requires Registrar approval.

### **Academic misconduct**

The University expects Students to conduct Academic Activities with integrity and intellectual honesty and to recognize the importance of pursuing and transmitting knowledge ethically. “Academic Misconduct” includes such things as Cheating, Falsification; Plagiarism, Unauthorized Assistance and failure to comply with exam regulations or an Instructor’s expectations regarding conduct required of Students completing academic assessments. Academic Misconduct is a serious form of intellectual dishonesty with significant consequences. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For more information see the Student Academic Misconduct Policy (<https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>)

### **Instructor intellectual property**

Lectures, demonstrations, performances, and any other course material provided by an instructor includes copyright protected works under the Copyright Act and all forms of electronic or mechanical recording of lectures, laboratories, tutorials, presentations, performances, electronic (computer) information, the duplication of course material, and to the translation of recordings or transcriptions of any of these materials to another form by electronic or mechanical means by students is not permitted, except.

- As a formal accommodation as assessed by the Student Accessibility Services and only for individual private study and only at the discretion of the instructor.
- With the permission of the instructor, students without a formal accommodation may audio record lectures, provided that the student and instructor sign a release form available from departmental and faculty offices. A copy of the Release form shall be retained by the instructor and by the department in which the course is offered. Any audio recording by students is permitted only for the purposes of private study by the individual student. Students may not distribute, email or otherwise communicate these materials to any other person.
- For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed.
- Any use other than that described above (e.g. distributing, emailing or otherwise communicating these materials to any other person, constitutes academic misconduct and may result in suspension or expulsion.
- Students are encouraged to make notes of classroom discussions, lectures, demonstrations etc.

### **Freedom of Information and Protection of Privacy Act**

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in

the Freedom of Information and Protection of Privacy Act. The Department of Anthropology and Archaeology keeps exams and any term work not picked up for a minimum of one year after which it is destroyed. Please refer to the following link for detailed information:

<http://www.ucalgary.ca/legalservices/foip>

### **Academic Accommodations**

It is the student's responsibility to request academic accommodations according to the University policies. Students requesting an Accommodation on the basis of Disability are required to register with Student Accommodation Services (SAS) by submitting a Request for Accommodation in accordance with the Procedure for Accommodations for Students with Disabilities

(<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). SAS will issue a Letter of Accommodation which must be presented to either

designated contact person within the Department or the appropriate Instructors within 10 days of the beginning of term. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or the Department Head/Dean or to the designated contact person in their Faculty.

### **Copyright**

All **students** are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **Support and Resources:**

Non-course-specific related information can be found on the Office of the Registrar's website:

<https://www.ucalgary.ca/registrar/registration/course-outlines>

**Note:** information here includes

- Emergency Evacuation/Assembly Points
- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Safewalk

**Indian Residential School Crisis Line:** Health Support Services are available to former students and their families prior to, during and following all components of Indian Residential Schools Settlement Agreement. To access services through the Indian Residential Schools Resolution Health Support Program, call 1-888-301-6426. Please take note that the National IRS Crisis Line is available 24 hours a day at **1-888-925-4419**.

**Distress Center Calgary: 24-Hour Crisis Line:** 403.266.HELP (4357) Main Office: 403-266-1601. Youth Program Office: 403-264-8337. Suite 300, 1010 – 8th Avenue SW **Calgary, AB**

**DRAFT COURSE OUTLINE**  
(Changes may be made by the instructor on a needs basis)

DATE	TOPIC	READING	Presented By
<b>WEEK ONE: INTRODUCTION &amp; THEORETICAL FOUNDATIONS</b>			
<a href="https://www.youtube.com/watch?time_continue=3&amp;v=7re1r0FY-4Y&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=3&amp;v=7re1r0FY-4Y&amp;feature=emb_logo</a> Land Acknowledgement: Treaty 7/ Calgary Foundation (5:31)			
Jan 14	Opening Prayer Land Acknowledgement Introductions Overview of course Teaching Philosophy Classroom: Right Relations	Syllabus D2L Belanger (2018). Pages vii-xxi	Dr. Leason
<a href="https://locallove.ca/issues/what-are-land-acknowledgements-and-why-do-they-matter/#.XDUREq2ZPVr">https://locallove.ca/issues/what-are-land-acknowledgements-and-why-do-they-matter/#.XDUREq2ZPVr</a> Land acknowledgements and why do they matter?			
<a href="https://www.whose.land/en/?la=50.99184623991627&amp;lo=-114.49783638444887">https://www.whose.land/en/?la=50.99184623991627&amp;lo=-114.49783638444887</a> WHOSE LAND			
Jan 16	Ways of Knowing Stories: At the Beginning All our relations Indigenous Science Matriarchal teachings	Belanger (2018). Chapter 1 & Chapter 2 Pages 2-53	Elder Evelyn Goodstriker Dr. Leroy Little Bear
<a href="https://www.youtube.com/watch?v=t0-8wHVRPRw">https://www.youtube.com/watch?v=t0-8wHVRPRw</a> Blackfeet Creation Story/Arthur Westwolf			
<a href="https://www.youtube.com/watch?v=AB-Fi31kITs">https://www.youtube.com/watch?v=AB-Fi31kITs</a> Anishinaabeg/ Elder Jim Dumont: 1:10:07- 1:54:43			
<a href="https://www.youtube.com/watch?v=wBqCxp4RnF8">https://www.youtube.com/watch?v=wBqCxp4RnF8</a> The Mohawk Story of Creation/ Lee Claremont/TEDx Penticton			
<a href="https://www.youtube.com/watch?v=74Y38Oy4AM4">https://www.youtube.com/watch?v=74Y38Oy4AM4</a> The Raven Steals the Light/ Haida (9:27)			
<a href="https://www.youtube.com/watch?v=gJSJ28eEUji">https://www.youtube.com/watch?v=gJSJ28eEUji</a> Indigenous Knowledge and Western Science/ Dr. Leroy Little Bear			
<b>WEEK TWO: FIRST NATIONS</b>			
Jan 21	Treaties & Unseeded Traditional Territories First Nations	Belanger (2018). Chapter 4, Pages 80-114  <a href="https://native-land.ca">https://native-land.ca</a>	Dr. Leason
1491- the untold story of the Americas before Columbus <a href="https://www.mcintyre.ca/ucal/code/149108">https://www.mcintyre.ca/ucal/code/149108</a>			
<a href="https://www.youtube.com/watch?v=icE-xPDDDKM">https://www.youtube.com/watch?v=icE-xPDDDKM</a> The BLACKFOOT NATION/ Vagabrothers			
<a href="https://www.youtube.com/watch?v=nbSRUtuWh7s">https://www.youtube.com/watch?v=nbSRUtuWh7s</a> LIFE LAKOTA/ The Cheyenne River Reservation			
Jan 23	The Indian Act and Indian Affairs in Canada	Belanger (2018). Chapter 5, Pages 115-149)	Dr. Leason
Historical contexts and Colonialism “8 <sup>th</sup> Fire; Whose Land is it Anyway?” <a href="https://www.coursera.org/lecture/aboriginal-education/8th-fire-episode-3-whose-land-is-it-anyway-imwVY">https://www.coursera.org/lecture/aboriginal-education/8th-fire-episode-3-whose-land-is-it-anyway-imwVY</a>			

<a href="https://aptnnews.ca/2012/06/05/the-indian-act-question/">https://aptnnews.ca/2012/06/05/the-indian-act-question/</a> The Indian Act Questions/ APTN			
<b>WEEK THREE: MÉTIS</b>			
<b>Jan 28</b>	<b>IN-CLASS PREP TIME FOR GROUP PROJECTS AND PRESENTATIONS</b>		
	Assignment to groups Assignment to Provinces Group Treaty: list 3 commitments How will you work together? How will you communicate?	Kirkness & Barnhardt (2001). First Nations and Higher Education: The Four R's- Respect, Relevance, Reciprocity, Responsibility.	Dr. Leason away Led by TA: Mary Sine  <b>Your paper is due March 12.</b> Start compiling ASAP.
<b>Jan 30</b>	The Métis Métis Stories	Belanger (2018) Chapter 6, Pages 150-174	Leason  Guest Speakers Dr. Aubrey Hanson Dr. Yvonne Poitras Pratt
<b>WEEK FOUR: INUIT</b>			
<b>Feb 4</b>	The Inuit and Nunavut	Belanger (2018). Chapter 7, Pages 175-197	Guest Speaker Goota Desmarais
<b>FEBRUARY 6</b> <b>20% MIDTERM EXAM</b> <b>Includes all readings, lectures, discussion, videos and content to date.</b>			Dr. Leason away Exam invigilated by TA Mary Sine
<b>WEEK FIVE: POLITICAL ORGANIZATION</b>			
<b>Feb 11</b>	<b>IN-CLASS PREP TIME FOR GROUP PROJECTS AND PRESENTATIONS</b>		
<b>Feb 13</b>	<b>IN-CLASS PREP TIME FOR GROUP PROJECTS AND PRESENTATIONS</b>		
<b>FEBRUARY 16-20, 2020 MID TERM BREAK</b>			
<b>WEEK SIX: RECONCILIATION</b>			
<b>Feb 25</b>	Reconciliation to Reconcili-ACTION	TRC Calls to Action (2015). Senator Murray Sinclair: What is Reconciliation? <a href="https://vimeo.com/25389165">https://vimeo.com/25389165</a> National Centre for Reconciliation <a href="https://nctr.ca/map.php">https://nctr.ca/map.php</a> Residential Schools Timeline <a href="https://nctr.ca/exhibitions.php">https://nctr.ca/exhibitions.php</a>	Dr. Leason
<b>Feb 27</b>	Debrief: Reconciliation exercise		
<b>MARCH 5</b> <b>RECONCILIATION PATCHWORK (5%) &amp; 1-PAGE SUMMARY (5%):</b> <b>What does reconciliation mean to me?</b>			
<b>WEEK SEVEN: IN CLASS WRITING AND GROUP WORK SUPPORT</b>			
<b>Mar 3</b>	Political Organizing in Canada	Belanger (2018) Chapter 9. Pages 230-265	Dr. Leason
<b>Mar 5</b>	Self-Government	Belanger (2018) Chapter 11. Pages 294-325	Dr. Leason

<b>MARCH 12</b> <b>25% INDIVIDUAL TERM PAPER</b>			
<b>GROUP PRESENTATIONS &amp; DISCUSSIONS</b>			
<b>March 10</b>	NFLD, Labrador/ NS/NB/Halifax	Group 1	<b>Presentation =15% (graded individually)</b>  <b>5 Discussion Questions= 5% (graded as a group).</b>  <b>15% PARTICIPATION</b> <b>Must be completed in-class</b>
<b>March 12</b>	Québec	Group 2	
<b>March 17</b>	Ontario	Group 3	
<b>March 19</b>	Manitoba	Group 4	
<b>March 24</b>	Saskatchewan	Group 5	
<b>March 26</b>	Alberta	Group 6	
<b>March 31</b>	British Columbia	Group 7	
<b>April 2</b>	Yukon	Group 8	
<b>April 7</b>	North West Territories	Group 9	
<b>April 9</b>	Nunavut	Group 10	
<b>April 14</b>	<b>LAST DAY OF CLASS</b> Celebratory Feast and Closing Circle		
<b>APRIL 20</b> <b>10% FINAL COMPILED REPORT</b>			

## PROJECT BASED LEARNING:

You have been assigned to a group (4-5 persons) to include a summary of Indigenous peoples in that province. You are individually responsible for a term paper (10-12 pages) on your section. You are only responsible for ONE section. You will then work collectively to collaborate all your individual papers into one final report, as well as lead a class presentation using the “IGNITE” format.

<http://www.ignitetalks.io>

### Project Based Learning

25% EACH person will produce a 10-12-page summary of their part of the project

15% Student Directed Presentation: Summary of your project using the “Ignite” format.

5% Create 5 discussion questions that engage your peers and lead a student seminar/conversation.

10% Comprehensive group submission

Components of the Project Summary	Division of Responsibilities	Resources/Supports
I. Who i. Community: (persons, family, community, Nation, Tribal Council) ii. Demographics: Community Characteristics iii. Population		
II. What i. Culture(s) ii. Language(s) iii. Traditional practices & Spirituality iv. Material Culture & Technology		
III. Where i. Geographic Region ii. Traditional Territories versus “colonial-Canadian” borders iii. Environment iv. Connection to Land & Place		
II. When: key historical or contemporary events i. The Paleoindian Period (to ca. 10,000 B.P) to Archaic (ca. 10,000 B.P to contact), Late Farmers and/or Contact Period ii. Colonization iii. Contemporary Events		*Key: we don’t present Indigenous peoples stuck in the past (dying culture), but rather as resilient identities throughout time.
V. Why: Contemporary affairs i. Identities ii. Health & Well-being iii. Social Determinants (Education, income, employment, housing, food security, etc.) iv. Social Movements: Resist, Reclaim. Revive, Rejuvenate		
IV. How i. Political Organization ii. Social Organization iii. Kinship iv. Women & Gender		