



Unit 2 Lesson 5 - Active Citizenship

Lesson Overview (brief summary)

75 minutes

Students work together to define active citizenship, then examine the work of Indigenous activists, determining political significance and sharing their findings.

Connections to Inquiry Process (at least one)

- ★ Formulate Questions
- ★ Gather and Organize
- ★ Interpret and Analyze
- ★ Evaluate and Draw Conclusions
- ★ Communicate

Connections to Political Thinking Concept(s)

Political Perspective
Political Significance

Curriculum Expectations

A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance;

A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments of civic importance

A1.2 select and organize relevant evidence, data, and information on issues, events, and/or developments of civic importance from a variety of primary and secondary sources

A1.5 use the concepts of political thinking (i.e., political significance, objectives and results, stability and change, political perspective) when analysing and evaluating evidence, data, and information and formulating conclusions and/or judgments about issues, events, and/or developments of civic importance

C1. Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good (FOCUS ON: Political Significance; Stability and Change)

C1.3 explain how various actions can contribute to the common good at the local, national, and/ or global level

Learning Goals

We are learning to explain how people, ideas, and events contribute to political change in society, to apply criteria to determine political significance, and to interpret and analyse information using a graphic organizer to effectively support and communicate opinions.

Readiness

Youth tend to be concerned with issues of fairness and equity. In this lesson, students will be asked to engage their inner activist.

Prior to beginning this activity, students should have some understanding of the concept of injustice, as well as some knowledge surrounding significant events, developments and/or issues that have affected First Nations, Inuit and Métis peoples in Canada (e.g., residential schools, land claims, the Charter of Rights and Freedoms, relocation, the reserve system, disenfranchisement, status and treaty rights, the Indian Act, etc.).

Terminology

- Activism

Materials

Resources:

- [Activist quotes](#) (may be cut apart)
- [Activist organizers](#)



<ul style="list-style-type: none"> ● Responsibility ● Reconciliation ● Active Citizenship ● Indigenous World Views 	
<p>Minds On</p> <ul style="list-style-type: none"> ● Establishing a positive learning environment ● Connecting to prior learning and/or experiences ● Setting the context for learning 	<p>Connections</p>
<p>WHOLE CLASS:</p> <ol style="list-style-type: none"> 1. Divide class into small groups. Hand out one set of quotes from Activist Quotes to each group. You may wish to cut apart the quotes to support all students, including language learners and others who need literacy support 2. Students will read aloud the quotes and discuss their meanings and the ideas in them to ensure that all students understand. Students will then individually choose ONE quote they feel resonates most with them. 3. Invite students to share the quote they selected and briefly explain why they selected the quote using an inside/outside circles strategy. (Students form two concentric circles and line up face-to-face; they share ideas with the person facing them before the teacher instructs one circle to move to the left so students have an opportunity to share with another student.) Allow students to share with several different students. 4. The teacher will then ask the class as a large group what makes these quotes “Activist Quotes”. (Student responses may include, but are not limited to: the people who spoke these words are activists, they are about taking responsibility, making change, the idea of reconciliation, fighting for what is right, etc.). 5. As a class, come up with a definition for “ACTIVISM”, “RESPONSIBILITY”, and “RECONCILIATION” (students may choose to write these down in their notebooks, or teachers can add them to a word wall if they have one in the classroom). 6. As a class, brainstorm and generate a list of character traits that make up an “ACTIVE CITIZEN.” Post this list in the class. Alternatively, this may be used to create a word cloud the class may view. (One word cloud generator is Free Word Cloud Generator – MonkeyLearn). 	<p>Assessment for Learning Through observation or participation in the circle, the teacher can obtain information about interests and prior learning.</p> <p>Differentiated Instruction: The use of inquiry questions and graphic organizers to model the inquiry process using a FNMI Perspective (incorporating ways of knowing - mental, physical, emotional and spiritual)</p>
<p>Action</p> <ul style="list-style-type: none"> ● Introducing new learning or extending/reinforcing prior learning ● Providing opportunities for practice and application of learning (guided > independent) 	<p>Connections</p>



<p>Interpret and Analyse:</p> <ol style="list-style-type: none">1. Inform students that they will be examining four activists and will have an opportunity to assess their contributions, actions, characteristics, impact, and political significance.2. Allow students to choose one of four activists to focus on: Ta’Kaiya Blaney, Wab Kinew, Alanis Obomsawin or Shannen Koostachin. Provide each student with a copy of (or digital access) to the corresponding organizer from Activists Organizers and ensure students have access to linked resources. You may wish to change the activists featured to better reflect your community, current events or your students’ interests.3. Students may work individually to complete organizer, or may group with other students exploring the same activist. <p>Communicate:</p> <ol style="list-style-type: none">4. Upon completion, allow students to form mixed groups (representing the four different activists) and invite students to share their findings. Specifically, invite students to explain why they believe their activist is (or may not be) considered politically significant. Encourage students to also share evidence to support their opinions.	<p>Assessment for Learning The teacher can observe student readiness to progress to next steps.</p> <p>Differentiated Instruction Audio, visual, and written delivery of content. Students may choose to work individually or in teacher directed pair groupings, or use assistive devices to complete exercise.</p> <p>The teacher may choose to use a jigsaw strategy, pre-selecting student groups and guiding student choices so that group choices are balanced; or the teacher may choose to allow greater student choice which may result in slightly unbalanced groupings to share findings.</p>
<p>Consolidation</p> <ul style="list-style-type: none">● Providing opportunities for consolidation and reflection● Helping students demonstrate what they have learned	<p>Connections</p>
<p>Community Circle:</p> <ol style="list-style-type: none">1. Invite students to participate in a community circle.2. During the circle, students will respond to one of the following prompts::<ul style="list-style-type: none">○ What is one new learning from today’s lesson?○ What is something you are still wondering?○ What questions would you like to ask one of the activists?○ Based on your new learning, what is something you would like to find out more about?○ What is an issue you are passionate about changing in your community? How do you think you can go about changing it?○ Out of the four activists you learned about today, which one are you most like, and why?	<p>Assessment of Learning The teacher is provided an opportunity to observe student learning. This could be used as evidence of learning or to inform next steps (assessment for learning)</p> <p>Differentiated Instruction Students may choose to “pass” instead of speaking in the circle. Alternatively, students could chose to complete a written reflection in the form of an an exit ticket (Exit Card: Ongoing Journal)</p>

Activist Quotes

<p>We never know how our small activities will affect others through the invisible fabric of our connectedness. In this exquisitely connected world, it's never a question of 'critical mass.' It's always about critical connections.</p> <p>-Grace Lee Boggs</p>	<p>Sooner or later, we will have to recognise that the Earth has rights, too, to live without pollution. What mankind must know is that human beings cannot live without Mother Earth, but the planet can live without humans.</p> <p>- Evo Morales</p>
<p>I advocate to change not only the human condition, but also in the condition of our planet. In my culture it's a fact, and an understanding of life, that everything is connected, and we were put on this earth to be stewards and caretakers of the environment. In my culture, it's a teaching to do more than connect the dots, to see the picture as a whole. I feel that advocating and speaking at mere conferences isn't enough. Actions speak louder than words.</p> <p>-Ta'Kaiya Blaney</p>	<p>If you get rid of all of the racists in all of the positions of government, policing, justice, health — you will still have a problem. Because you will have a system that is functioning based upon policies, priorities and decisions that direct how things are to be done, that come from a time when racism was very blatant.</p> <p>- Senator Murray Sinclair</p>

Activist Quotes

<p>There are a thousand hacking at the branches of evil to one who is striking at the root.</p> <p>- Henry David Thoreau</p>	<p>It is horrifying that we have to fight our own government to save the environment.</p> <p>- Ansel Adams</p>
<p>You cannot change any society unless you take responsibility for it, unless you see yourself as belonging to it and responsible for changing it.</p> <p>- Grace Lee Boggs</p>	<p>Don't count the days, make the days count</p> <p>- Muhammad Ali</p>
<p>Things do change. The only question is that since things are deteriorating so quickly, will society and man's habits change quickly enough?</p> <p>- Isaac Asimov</p>	<p>Actually oddly enough, I think my work, the activism, will be forgotten. And I hope it will. Because I hope those problems will have gone away.</p> <p>- Bono</p>
<p>The duty of youth is to challenge corruption.</p> <p>- Kurt Cobain</p>	<p>We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented.</p> <p>- Elie Wiesel</p>

Activist Quotes

<p>If we can find a way to restore good relationships and to make respectful relationships, if we can set a path to where Indigenous Peoples will be respected and recognized fully, if that can happen in Canada, there is no doubt in my mind that it can and will happen elsewhere.</p> <p>- Chief Wilton Littlechild</p>	<p>We should abandon the illusion that politicians will come to the rescue of planet Earth, especially those who delight in calling themselves climate leaders. Time and again they have betrayed the faith that has been placed in them.</p> <p>- Greta Thunberg</p>
<p>When the last tree is cut and the last fish killed, the last river poisoned, then you will see that you can't eat money.</p> <p>- John May, The Greenpeace Story</p>	<p>I'm going to be an ancestor one day, I'm still going to have great-grandchildren on this land and I hope they are still able to drink the water.</p> <p>- Autumn Peltier</p>
<p>We're in a giant car heading towards a brick wall and everyone's arguing over where they're going to sit.</p> <p>- David Suzuki</p>	<p>Earth provides enough to satisfy every man's needs, but not every man's greed.</p> <p>- Mahatma Gandhi</p>

Activist Quotes

<p>I'm for truth, no matter who tells it. I'm for justice, no matter who it is for or against. I'm a human being, first and foremost, and as such I'm for whoever and whatever benefits humanity as a whole.</p> <p>- Malcolm X</p>		<p>Reconciliation with Indigenous people remains the biggest social justice issue facing this country.</p> <p>- Wab Kinew</p>
<p>Dripping water hollows out stone, not through force but through persistence.</p> <p>- Ovid</p>		<p>Do not wait for leaders; do it alone, person to person.</p> <p>- Mother Teresa</p>
<p>Education is what got us into this mess — the use of education at least in terms of residential schools — but education is the key to reconciliation. We need to look at the way we are educating children. That's why we say that this is not an aboriginal problem. It's a Canadian problem.</p> <p>- Senator Murray Sinclair</p>		<p>Sometimes you just start with a very firm basis of values, and then you take a step forward and do something without knowing how it will turn out. I always say to people, that's better than being silent and still. We know how that turns out—injustices of all scales are enabled by silence.</p> <p>- Cindy Blackstock</p>

Activist Organizers

- 1) Choose at least two resource links from the list below.
- 2) After reviewing each resource link, complete the following organizer to determine the political significance of your specific activist.

ACTIVIST: Ta’Kaiya Blaney		
CONTRIBUTIONS: What makes this person an active citizen?	ACTIONS: How have they attempted to bring about change?	IMPACT: What have they achieved by their actions?
POLITICAL SIGNIFICANCE: What makes this activist politically significant? (consider contributions; impact; whether their actions, or the results of their actions marked a turning point)		

Ta’Kaiya Blaney

[Ta’Kaiya Blaney](#)¹

[Ta’Kaiya](#)²

[Use Your Voice Ta’Kaiya Blaney Speaks—and Sings—Her ...](#)³

[Ta’Kaiya Blaney - Intervention @ UN Full Address May 16](#)⁴

¹ "Ta’Kaiya Blaney." 2011. 14 Jul. 2015 <<http://www.takaiyablaney.com/>>

² "TEDxSFU Ta’Kaiya Blaney - YouTube." 2011. 14 Jul. 2015 <<http://www.youtube.com/watch?v=9ia5OlorFmc>>

³ "Use Your Voice Ta’Kaiya Blaney Speaks—and Sings—Her ..." 2013. 14 Jul. 2015

<<http://www.culturalsurvival.org/publications/cultural-survival-quarterly/use-your-voice-takaiya-blaney-speaks-and-sings-h-er-hope>>

⁴ "Ta’Kaiya Blaney - Intervention @ UN Full Address May 16 ..." 2014. 14 Jul. 2015

<<http://www.youtube.com/watch?v=9jDzG7gEm7s>>

Activist Organizers

- 1) Choose at least two resource links from the list below.
- 2) After reviewing each resource link, complete the following organizer to determine the political significance of your specific activist.

ACTIVIST: Wab Kinew		
CONTRIBUTIONS: What makes this person an active citizen?	ACTIONS: How have they attempted to bring about change?	IMPACT: What have they achieved by their actions?
POLITICAL SIGNIFICANCE: What makes this activist politically significant? (consider contributions; impact; whether their actions, or the results of their actions marked a turning point)		

[Wab Kinew](#)⁵

[Wab Kinew: Aboriginal success is the best form of ...](#)⁶

[Wab Kinew](#)⁷

[Aboriginal leader calls for indigenous education initiatives](#)⁸

[Aboriginal 101](#)⁹

[Wab Kinew](#)¹⁰

[Wab Kinew](#)¹¹

[8TH Fire Host Wab Kinew](#)¹²

⁵ "Wab Kinew." 2010. 14 Jul. 2015 <<http://wabkinew.ca/>>

⁶ "Wab Kinew: Aboriginal success is the best form of ..." 2015. 14 Jul. 2015 <<http://news.nationalpost.com/full-comment/wab-kinew-aboriginal-success-is-the-best-form-of-reconciliation>>

⁷ "Wab Kinew | Aboriginal Speaker | National Speakers Bureau." 2013. 14 Jul. 2015 <<http://nsb.com/speakers/wab-kinew/>>

⁸ "Aboriginal leader calls for indigenous education initiatives." 2015. 14 Jul. 2015 <<http://www.vancouversun.com/life/Aboriginal+leader+calls+indigenous+education+initiatives/11053412/story.html>>

⁹ "CBC - 8th Fire - Aboriginal 101." 2013. 14 Jul. 2015 <<http://www.cbc.ca/8thfire/aboriginal101.html>>

¹⁰ "Wab Kinew, CBC Broadcast Journalist/Host, The ... - YouTube." 2012. 15 Jul. 2015 <<http://www.youtube.com/watch?v=2Dv0qTacOcg>>

¹¹ "Wab Kinew On Strombo: Full Interview - YouTube." 2012. 14 Jul. 2015 <<http://www.youtube.com/watch?v=lbYcuHtvull>>

¹² "8TH Fire Host Wab Kinew - CBC." 2013. 14 Jul. 2015 <<http://www.cbc.ca/8thfire/2012/03/wab-kinew.html>>

Activist Organizers

- 1) Choose at least two resource links from the list below.
- 2) After reviewing each resource link, please complete the following organizer to determine the political significance of your specific activist.

ACTIVIST: Alanis Obomsawin		
CONTRIBUTIONS: What makes this person an active citizen?	ACTIONS: How have they attempted to bring about change?	IMPACT: What have they achieved by their actions?
POLITICAL SIGNIFICANCE: What makes this activist politically significant? (consider contributions; impact; whether their actions, or the results of their actions marked a turning point)		

Alanis Obomsawin

[Alanis Obomsawin](#)¹³

[Alanis Obomsawin](#)¹⁴

[Alanis Obomsawin passes knowledge to aspiring filmmakers](#)¹⁵

[Alanis Obomsawin's tradition of giving back at Christmas](#)¹⁶

[Alanis Obomsawin the activist](#)¹⁷

[Interview with Alanis Obomsawin](#)¹⁸

¹³ "Alanis Obomsawin - The Canadian Encyclopedia." 2013. 15 Jul. 2015

<<http://www.thecanadianencyclopedia.ca/en/article/alanis-obomsawin/>>

¹⁴ "Alanis Obomsawin - NFB." 2013. 15 Jul. 2015 <<https://www.nfb.ca/explore-all-directors/alanis-obomsawin/>>

¹⁵ "Alanis Obomsawin passes knowledge to aspiring ... - CBC." 2015. 15 Jul. 2015

<<http://www.cbc.ca/news/aboriginal/alanis-obomsawin-passes-knowledge-to-aspiring-filmmakers-1.2953663>>

¹⁶ "Alanis Obomsawin's tradition of giving back at ... - CBC." 2013. 15 Jul. 2015

<<http://www.cbc.ca/news/aboriginal/alanis-obomsawin-s-tradition-of-giving-back-at-christmas-1.2474674>>

¹⁷ "Alanis Obomsawin the activist - Digital Archives - CBC Player." 2013. 15 Jul. 2015

<<http://www.cbc.ca/player/Digital+Archives/CBC+Programs/Television/Telescope/ID/1535820321/>>


¹⁸ "Interview with Alanis Obomsawin - YouTube." 2013. 14 Jul. 2015 <http://www.youtube.com/watch?v=jTIH_ksvMAA>

Activist Organizers

- 1) Choose at least two resource links from the list below.
- 2) After reviewing each resource link, please complete the following organizer to determine the political significance of your specific activist.

ACTIVIST: Shannen Koostachin		
CONTRIBUTIONS: What makes this person an active citizen?	ACTIONS: How have they attempted to bring about change?	IMPACT: What have they achieved by their actions?
POLITICAL SIGNIFICANCE: What makes this activist politically significant? (consider contributions; impact; whether their actions, or the results of their actions marked a turning point)		

Shannen Koostachin

 Heartspeak about Shannen's Dream

[Shannen's Dream](#)¹⁹

[Shannen Koostachin](#)²⁰

[Shannen's Dream monument campaign launched by family ...](#)²¹

[Shannen and the Dream for a School](#)²²

¹⁹ "Shannen's Dream | FNCFCS." 2013. 14 Jul. 2015 <<http://www.fncaringsociety.com/shannens-dream>>

²⁰ "Shannen Koostachin - The Globe and Mail." 2012. 14 Jul. 2015

<<http://www.theglobeandmail.com/life/facts-and-arguments/shannen-koostachin/article1387951/>>

²¹ "Shannen's Dream monument campaign launched by family ..." 2015. 15 Jul. 2015

<<http://www.cbc.ca/news/aboriginal/shannen-s-dream-monument-campaign-launched-by-family-member-1.3105031>>

²² "Shannen and the Dream for a School - Second Story Press ..." 2011. 15 Jul. 2015

<<http://secondstorypress.ca/books/226-shannen-and-the-dream-for-a-school>>

Activist Organizers

- 3) Choose at least two resource links from the list below.
- 4) After reviewing each resource link, complete the following organizer to determine the political significance of your specific activist.

ACTIVIST: Jose Kusugak		
CONTRIBUTIONS: What makes this person an active citizen?	ACTIONS: How have they attempted to bring about change?	IMPACT: What have they achieved by their actions?
POLITICAL SIGNIFICANCE: What makes this activist politically significant? (consider contributions; impact; whether their actions, or the results of their actions marked a turning point)		

 [Jose Kusugak: Inuit activist and a father of Nunavut \(Video by Canada Post\)](#)

[Jose Kusugak | The Canadian Encyclopedia](#)

EXIT CARD: ONGOING JOURNAL

This is your exit card ongoing journal for the duration of the course. Throughout the course, you will be asked to write an exit card - this journal is where you will keep track of all your entries.

Fill in the chart below each time your teacher asks you to write an exit card:

EXIT CARD #:	DATE and NAME/TOPIC OF LESSON	QUESTION TO BE ANSWERED	YOUR ANSWER (make course and life connections, too)

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EXIT CARD #:	DATE and NAME/TOPIC OF LESSON	QUESTION TO BE ANSWERED	YOUR ANSWER (make course and life connections, too)

Using the **RUBRIC BELOW THIS CHART**, give yourself a mark out of 10 for **EACH** of the categories: Knowledge, Thinking, Communication, and Application and a one-sentence explanation (for each category) as to why you gave yourself that mark. Write your answer below:

CATEGORY	MARK OUT OF 10	ONE SENTENCE EXPLANATION
Knowledge		
Thinking		

Communication		
Application		

EXIT CARD RUBRIC: Ongoing Journal

Name: _____

Categories	Below Level 1: 0-49%	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
Knowledge: (e.g., facts, terms, definitions) Did you fill in ALL the exit cards from the course?	Did not meet requirement OR No evidence	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Thinking: Use of planning skills (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research) Did I answer the questions in a robust way? Did you give yourself a mark?	Did not meet requirement OR No evidence	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Communication: Clear expression and logical organization in oral, visual, and written forms Are my responses clear and easy to understand?	Did not meet requirement OR No evidence	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Application: Making connections within and between	Did not meet requirement OR	makes connections within and between	makes connections within and between	makes connections within and between various contexts with	makes connections within and

various contexts (e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts) <i>Am I making connections to my life and/or the course?</i>	No evidence	various contexts with limited effectiveness	various contexts with some effectiveness	considerable effectiveness	between various contexts with a high degree of effectiveness
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