



# Aboriginal Perspectives

Secondary

## The Teacher's Toolkit

Aboriginal perspectives bring the curriculum to life!



## Canadian and World Studies Geography

Geographics: The Geographer's Toolkit  
Grade 11, Workplace Preparation (CGT3E)

Aboriginal Teaching Strategy

### **Geotechnologies and First Nation Issues**

Students study the role played by geotechnologies in addressing First Nation issues by examining a variety of community projects in Canada.

#### **Related Curriculum Policy**

- *The Ontario Curriculum, Grades 11 and 12: Canadian and World Studies, 2005*

#### **Strand**

Human-Environment Interactions

#### **Specific Expectations**

*Building Knowledge and Understanding*

- explain the role of geotechnologies in addressing First Nation issues (e.g., land claims, reserve management, resource inventories)

#### **Aboriginal Context**

Geotechnological information plays an important role for all Canadians in the areas of public health, public safety and security, and the environment and sustainable development. The role of geotechnologies is also becoming increasingly important to First Nation peoples as they negotiate self-government and land claims agreements and develop land and resource management practices that incorporate traditional values. By helping to clarify these issues, geotechnologies are assisting Aboriginal decision makers in their efforts to tackle and resolve them.

## Teaching Strategies

- Introduce students to the GeoConnections website in a computer lab, classroom, or library resource centre, and describe the major user communities for which this site was created.
- Have students locate and explore various sections in the “Aboriginal Communities” area of the website.
- Have students choose a single community (e.g., the Akwesasne) and look for ways they use geotechnologies, then have them do the same with other communities.  
*Teacher prompts:* Where on the website is the information on Aboriginal community projects involving geotechnologies? How have the Akwesasne used geotechnologies to benefit the community?
- Have students record information in point form notes or on a chart, naming the community and the issues affecting that community and the role geotechnology plays in addressing them.
- Have students select at least four other issues affecting First Nation people across Canada and continue completing the notes or chart independently.
- Discuss the findings as a whole class.
- Engage students in a summary discussion by asking this question: What are some of the roles that geotechnologies have played in addressing First Nation issues?

## Resources

*The following recommended resources and web links were accurate at the time of publication. Teachers are encouraged to check that these reference listings remain current.*

GeoConnections. Aboriginal Communities.

<http://www.geoconnections.org/en/communities/aboriginal/index.html>

Location-based (or “geospatial”) information connecting Aboriginal people and their communities, enabling them to map their futures, manage resources, and capitalize on opportunities.

GeoConnections. About GeoConnections.

<http://www.geoconnections.org/en/aboutGeo.html> GeoConnections helps decision makers use online, location-based information, such as maps and satellite images, to tackle some of Canada’s most pressing challenges.

## Making Community Connections

- Through a First Nation in your community, contact a local First Nation resource manager who could come to your school and share perspectives on geotechnologies.

### **ABOUT THE TEACHER’S TOOLKIT**

This teaching strategy is one component of *Aboriginal Perspectives: The Teacher’s Toolkit*, a collection of resources designed to help Ontario educators bring Aboriginal perspectives into the classroom. Based on the revised Ontario curriculum, the collection includes resources for educators at both the elementary and secondary levels. Other resources in this series can be found on the ministry website, at [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

