



Aboriginal Perspectives

Secondary

The Teacher's Toolkit

Aboriginal perspectives bring the curriculum to life!



Canadian and World Studies Politics

Canadian Politics and Citizenship
Grade 11, Open (CPC3O)

Aboriginal Teaching Strategy

Shaping the Political Landscape

Students study the background, aims, and actions of national Aboriginal organizations and their influence on Canadian government policies.

Related Curriculum Policy

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

Strand

Power, Influence, and the Resolution of Differences

Specific Expectations

Influences on Canadian Politics

- describe how various pressure and interest groups (e.g., National Council of Women, Canadian Auto Workers, Hockey Canada, Child Welfare League of Canada, Assembly of First Nations) act or have acted to influence government policies

Aboriginal Context

The diversity of the Aboriginal population has led to the creation of a wide variety of Aboriginal political and interest groups, including the following:

- The Assembly of First Nations (AFN) was created to represent First Nation citizens in Canada and represents all First Nation citizens regardless of age, gender, or place of residence.
- The Congress of Aboriginal Peoples was established to represent the interests, nationally, of Métis and non-status Indians, a population that outnumbers all other Aboriginal people combined.
- The Inuit Tapiriit Kanatami was formed to advance Inuit social and economic interests.
- The Métis National Council was established to advance the aspirations of the Métis Nation nationally and internationally.
- The Native Women's Association of Canada was organized to improve the social, economic, cultural, and political well-being of Aboriginal women in Canada.

Teaching Strategies

- Ask students to name the national Aboriginal organization (see Aboriginal Context) that represents the interests of each of the following groups of people: all First Nation people, Inuit, Métis, Métis and non-status Indians, and Aboriginal women.
Teacher prompts: How do these organizations influence government policies? What policies were developed as a result of Aboriginal intervention?
- Divide the class into groups of five. Assign a number to each student in the group from 1 to 5. Have all students with the same number form “expert” groups, one group for each of the five Aboriginal organizations listed above.
- Have students in each “expert” group research one Aboriginal organization. They should compile information on the constituency and purpose of the organization, its policies, the issues it is working on, its action on the issues, its influence in creating change in government policies, and the policies that have changed as a result of the organization’s intervention.
- Have students return to their “home” group and describe their findings in a five-minute oral report.
- Have students discuss how successful these organizations have been in influencing government policies.

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.

Assembly of First Nations. <http://www.afn.ca/article.asp?id=3>

Congress of Aboriginal Peoples. <http://www.abo-peoples.org/>

Inuit Tapiriit Kanatami. <http://www.itk.ca/>

Métis National Council. <http://www.metisnation.ca/>

Native Women’s Association of Canada. <http://www.nwac-hq.org/en/index.html>

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.

