
LESSON PLAN: THE SIXTIES SCOOP, SAMPLING BIAS, AND INDIGENOUS IDENTITY STATISTICS

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OVERVIEW

Class: MDM4U – Grade 12 Data Management (Mathematics)

Unit: Chapter 1 – One Variable Analysis

Lesson Summary: The sixties scoop was a decade of frenzied adoption of aboriginal children by non-aboriginal parents. This was arguably an intentional outcome of the government in response to the closure of many residential schools. In this lesson, students will look at recent data from the Canadian government regarding FNMI identity in Canada, will draw conclusions from the data, and will hypothesize whether or not the data is accurate and why, given the history of the Canadian government (and perhaps most importantly, the sixties scoop).

LEARNING OUTCOMES

1. Overall Expectation C2. describe the characteristics of a good sample, some sampling techniques, and principles of primary data collection, and collect and organize data to solve a problem.
2. Specific Expectation C2.3: describe how the use of random samples with a bias (e.g., response bias, measurement bias, non-response bias, sampling bias) or the use of non-random samples can affect the results of a study
3. Specific Expectation C2.5: collect data from primary sources, through experimentation, or from secondary sources (e.g., by using the Internet to access

reliable data from a well-organized database such as E-STAT; by using print sources such as newspapers and magazines), and organize data with one or more attributes (e.g., organize data about a music collection classified by artist, date of recording, and type of music using dynamic statistical software or a spreadsheet) to answer a question or solve a problem

4. Specific Expectation 3.2: assess the validity of conclusions presented in the media by examining sources of data, including Internet sources (i.e., to determine whether they are authoritative, reliable, unbiased, and current), methods of data collection, and possible sources of bias (e.g., sampling bias, non-response bias, cultural bias in a survey question), and by questioning the analysis of the data (e.g., whether there is any indication of the sample size in the analysis) and conclusions drawn from the data (e.g., whether any assumptions are made about cause and effect)
5. Learn how to read and interpret data from government reports.
6. Exposure to statistics involving important current issues (report related to Idle No More).
7. Examine the role of history in interpreting statistics.

REQUIRED MATERIALS

- LCD projector and computer with internet connection
- Class set of printed copies of “Aboriginal Peoples in Canada: First Nations People, Métis and Inuit - National Household Survey, 2011” (**pages 4-9 ONLY**)
- Class set of white boards (1 per 2 students) OR sufficient space on chalkboard

LESSON PREPARATION

In order to complete this lesson, a basic foundation of knowledge on the sixties scoop is required. The following is a list of helpful resources:

- Fast, E., & Collin-Vézina, D. (2010). Historical Trauma, Race-based Trauma and Resilience of Indigenous Peoples: A literature review. *First Peoples Child & Family Review*, 126-136.

- Fournier, S., & Crey, E. (1997). *Stolen from Our Embrace: The Abduction of First Nations Children and the Restoration of Aboriginal Communities*. Vancouver: Douglas & McIntyre.
- Government of Ontario. (2010). *Children First: The Aboriginal Advisor's Report on the status of Aboriginal child welfare in Ontario*.
- Kulusic, T. (2005). *The Ultimate Betrayal: Claiming and Re-Claiming Cultural Identity*. *Atlantis* 29.2, 1-8.
- Philp, M. (2002). *The land of lost children*. *The Globe and Mail*.
- Sinclair, R. (2007). *Identity lost and found: Lessons from the sixties scoop*. *First Peoples Child & Family Review*, 65-82.
- Timpson, J. (1995). *Four Decades of Literature on Native Canadian Child Welfare: Changing Themes*. *Child Welfare*, pp. 525-546.

CLASS ACTIVITIES

Minds On: White-board activity (15mins)

- Ask students to form groups of 3-5 with the students closest to them.
- Give each group a white.
- Give each group 5 mins to draw a pie chart of the population of Canada divided into blood types A, B, O, and AB using estimation.
- After each pie chart, have students hold up their charts and compare.
- These may not be accurate! That is okay. Get students to come up with a better way to estimate, without using the internet and only using the resources in the classroom.
- Answer: survey the class as a sample population.
- Come up with a new pie chart to reflect our sample population.
- Determine sources of error.
- Answer:
 - o Sampling bias: the sample size is probably too small to accurately reflect the population.

- **Response bias: some people in the class may not have known their blood type, so they may have chosen not to respond or responded incorrectly.**

Today we will focus on response bias and how it intersects with politics and indigenous history in Canada.

Activity 1: Examining the report on Aboriginal Peoples in Canada (30 mins)

- Hand out a copy of the report “Aboriginal Peoples in Canada: First Nations People, Métis and Inuit - National Household Survey, 2011” to each student.
- Give the students 10 minutes to read the report and discuss the following questions with their elbow partner:
 - Why was this report released?
 - Who is the intended audience?
 - What are the sources of error?
- Have a 10 minute class discussion where partners can share their conclusions. Ensure that the **response bias** aspect is brought up.
- Have an additional 5 minute class discussion on why response bias may have been a large source of error. Could be:
 - Negative media portrayal of aboriginal people could affect self-reporting.
 - People unsure of how many aboriginal relatives qualifies as aboriginal identity.
- Invite any students who feel comfortable to comment on uncertainty in identity. I.e. has anyone ever asked you: “are you _____?” and you have been uncertain of the answer. Okay if no one wants to share.
- Think pair share: additional 5 minute discussion on which way this bias is acting. Would response bias inflate or deflate numbers of self-identifying aboriginal people?

Activity 2: The Sixties Scoop and Self-Reporting (20 mins)

- Watch: <https://www.youtube.com/watch?v=sE41iev3xX4>

- After the video, take 10 minutes to discuss the following questions with your elbow partner:
 - o How would children adopted by the sixties scoop answer the survey administered by the report? Does this change if/when they are reunited with their birth parents?
 - o Children of children adopted? Does this change if/when they are reunited with their birth grandparents?
 - o Overall, do you think the sixties scoop affected the numbers seen in the report we read?

Conclusions: Making connections between history and statistics (10mins)

- After discussions have petered out, transition into a 10 minute free-write/brainstorm on the following question, which will be the topic for a short (500-word) essay due the following week:
 - o Did the sixties scoop bias the statistic for number of aboriginal people in Canada?
- Exit ticket is 3-5 points to be discussed in the introduction or body of the essay.

ASSESSMENT

During the lesson, you can check understanding at the following points:

1. During the initial class discussion, check to see which pairs are and are not contributing. Call on pairs who are not contributing to check focus and understanding.
2. This can be repeated for the post-video discussion.
3. Look at the exit ticket for a summary of classroom discussions. Offer extra help to students who have written little to nothing down, or students who do not seem to grasp that there is a connection between the history of the sixties scoop and the data in the report.