EDCP 332

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25 October 2016

Assignment 2 – Lesson Plan

**The Oka Crisis**

**Contemporary Indigenous Studies 12**

**Time:** The lesson is expected to take one hour and fifteen minutes.

**Big Idea, Curricular Competencies, and Content annotated with Rationale:**

Big Ideas:

1. Indigenous peoples continue to advocate and assert rights to self-determination.
2. The identities, worldviews, and language of indigenous peoples are renewed, sustained, and transformed through the connection to the land.

* This lesson addresses the first big idea by presenting an example of indigenous peoples advocating and asserting rights to self-determination. The lesson is relevant to the second big idea through the role of indigenous peoples’ connection to the land in the land claim issue at the root of the Oka Crisis.

Curricular Competencies:

1. Ask questions and corroborate inferences of Elders and other local knowledge keepers through oral traditions, indigenous knowledge, memory, history, and story (evidence)

* This lesson will be based on evidence that is drawn from indigenous knowledge, memory, history, and stories. This will be done by using the depiction of the Oka Crisis in the graphic novel 500 Years of Resistance, which is written by a First Nations activist and focuses on the perspective of the Mohawks.

1. Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences of an event, decision, or development (cause and consequence)

* Students will be asked to question how the conflict developed into violence by looking at the actions of the actors on both sides.

1. Make reasoned ethical claims about actions in the past and present after considering the context and values of the times (ethical judgment)

* The class will look at CBC News clips at the time of the Oka Crisis and identify what those clips tell us about Canadian society at the time. By comparing the clips with an indigenous source (the graphic novel), students will make reasoned judgements about how the events were depicted.

Content:

1. The resilience and survival of indigenous peoples in the face of colonialism:
   * The resistance of the Mohawk people of Kanesatake was successful at preventing the development of a golf course and condos.
2. Community development, partnerships, and control of economic opportunities:
   * The town of Oka’s proposed golf course would have been members-only and would have been built on the traditional land of the Mohawk, which included pineland and a burial ground, marked by standing tombstones of their ancestors. The Mohawk had previously filed a land claim for the area. This is an example of disregard for indigenous claims to land and the powerful response that was the result.
3. Responses to inequities in the relationships of indigenous peoples with governments in Canada and around the world:
   * The media coverage of the Oka Crisis brought the relationship between indigenous peoples and the government in Canada into public awareness. In the graphic novel and news clips, there is evidence of the responses from indigenous groups, the media, the government, and the mass public.

**Objectives:**

1. Students will develop an understanding of how the Oka Crisis shaped the relationship of indigenous peoples and the Canadian government.
2. Students will be introduced to media analysis of indigenous issues.

**Resources:**

1. Mohawks Protest Golf Course Plans at Oka, CBC News, April 1, 1989: <http://www.cbc.ca/archives/entry/mohawks-protest-golf-course-plans-at-oka>

Length: 1:46

1. Tension Mounts at Oka Roadblock, CBC News, July 11, 1990: <http://www.cbc.ca/archives/entry/tension-mounts-at-oka-roadblock>

Length: 0:55

1. Canadian Army Intervenes at Oka, CBC news clip September 1, 1990: <http://www.cbc.ca/archives/entry/canadian-army-intervenes-at-oka>

Length: 3:10

1. Hill, G. (2010). *The 500 Years of Resistance Comic Book.* Vancouver, BC: Arsenal Pulp Press. – see attached doccument
2. Primary source analysis worksheet – see attached document
3. Photo: (Canadian Press, 1990) – see below



**Introduction: 15 minutes**

The class will begin with discussion of the iconic “staredown” photo between soldier Patrick Cloutier and warrior Brad Larocque during the Oka Crisis. The photo will be displayed on an overhead projector.

Discussion questions:

1. Does anyone recognise this picture?
2. What do you think is happening in this picture?

The teacher will then present a brief background of the events that led to the Oka Crisis:

* The Oka Crisis was a land dispute between a group of Mohawk people and the town of Oka, Quebec, Canada which began on July 11, 1990 and lasted until September 26, 1990.
* The town of Oka’s proposed golf course would have been members-only and would have been built on the traditional land of the Mohawk, which included pineland and a burial ground, marked by standing tombstones of their ancestors. The Mohawk had previously filed a land claim for the area, which had been rejected.
* Some members of the Mohawk community erected a barricade to stop the development.
* The mayor then sent the Quebec police force (Sûreté du Québec) to remove the barricade.

**Body of lesson: 55 minutes**

5 min.

30 min.

10 min.

* Students will read printed copies of the relevant pages of the graphic novel (71-74).
* The class will watch the CBC News clips while filling out their primary source analysis worksheet. After each film, students will share what they entered in their worksheet and any thoughts that they had about the clip or events depicted.
* Discussion led by questions from teacher:
  + What are similarities between how the graphic novel and the CBC News clips presented the events?
  + What are differences between how the graphic novel and the CBC News clips presented the events?
  + Do you think the Mohawk people were right to be so angry with the government?
  + What are some ways that they could have expressed their grievances?
  + How should the government have responded to the protest?

**Closure: 20 minutes**

Have students write a one or two paragraph response stating their views of the causes of the Oka Crisis, the reasons why it became violent, and how it could have been prevented. Students may hand in their responses next class if they want more time to work on them.

**Assessment:**

Students will be assessed based on their contributions to discussion and their written responses. The written responses will give students who are less confident in discussion an opportunity to demonstrate their knowledge and comprehension. By allowing students to hand in their responses next class, ELL students or students with any other challenges are able to take more time.

**References:**

CBC Digital Archives. (1990). *Canadian Army Intervenes at Oka*. Retrieved from:

<http://www.cbc.ca/archives/entry/canadian-army-intervenes-at-oka>

CBC Digital Archives. (1989). *Mohawks Protest Golf Course Plans at Oka*. Retrieved from:

<http://www.cbc.ca/archives/entry/mohawks-protest-golf-course-plans-at-oka>

CBC Digital Archives. (1990). *Tension Mounts at Oka Roadblock*. Retrieved from:

<http://www.cbc.ca/archives/entry/tension-mounts-at-oka-roadblock>

Canadian Press. (1990). Photo retrieved from: <http://www.cbc.ca/archives/topic/the-oka-crisis>

Hill, G. (2010). *The 500 Years of Resistance Comic Book.* Vancouver, BC: Arsenal Pulp Press.