



Exploring *Idle No More*

Lesson Plan

Curriculum Expectations

First Nations, Métis, And Inuit Perspectives And Text Forms In Canada

A1. Exploring: explore themes related to First Nations, Métis, and Inuit identities, relationships, and self-determination, sovereignty, or self-governance, as reflected in text forms created in Canada, formulating questions and comparing perspectives to stimulate a well-reasoned exchange of ideas about these topics

A1.5 identify and describe several different themes, ideas, and issues related to First Nations, Métis, and Inuit self-determination, sovereignty, or self-governance, as reflected in various Indigenous text forms, and, as appropriate, in relevant non-Indigenous texts (**Exploring Self-Determination, Sovereignty, and Self-Governance**)

Reading and Literature Studies

C1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, using a range of strategies to construct meaning

C1.6 analyse texts, including increasingly complex texts, in terms of the information, themes, ideas, and issues they explore in relation to First Nations, Métis, and Inuit cultures, explaining how various aspects of the texts contribute to the presentation or development of these elements (**Analysing Texts**)

Learning Goals & Success Criteria

Learning Goals

We are learning about:

- The history and evolution of the Idle No More movement.
- The value and importance of social protest in a democracy.
- The value and importance of land and water protection.
- Analyzing and comparing voices within and across texts to understand motivation, purpose and audience of written works.

Success Criteria

I can:

- Describe the efforts of First Nations, Métis and Inuit individuals and groups to



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- advance Indigenous rights and human rights and protect the land and water.
- Read and analyze information from a variety of texts and then draw reasoned conclusions from them.
 - Use reading and thinking strategies to help understand texts and form connections with their content.

Essential Questions

1. How do social movements begin (and evolve) to meet the challenges of the time?
2. What opportunities and responsibilities do people have to fight for causes they believe in?
3. What tools can people access that will help ensure that their voices are heard?

Lesson Materials and Resources

- [Pam Palmater on Idle No More](#) interviewed by Brent Bambury
- [Idle No More: The Rise of Pam Palmater](#) by Karissa Donkin
- [Voices of the Idle No More Movement](#) with Duncan McCue
- [Why are We Idle No More](#) By Pamela Palmater
- [Colonization Road](#) directed by Michelle St. John
- [Idle No More only sounds vague. Let's talk specifics](#) by Chelsea Vowel
- [Idle No More protest speech](#) by Chelsea Vowel
- [What we're seeing in 2020 is Idle No More 2.0](#) by Pam Palmater
- [Think, Pair, Share](#)
- [Connect-Extend-Challenge](#)
- [Values, Identities, Actions](#)

Lesson Plan:

Estimated Timeframe: 150-225 minutes

Minds On

1. Students can brainstorm examples of social protest movements, identifying the causes that these groups were advancing.
2. Students will watch the video, [Voices of the Idle No More Movement](#) with Duncan McCue. The video will provide insights to students about the motivations and practices of the leaders and participants in the "Idle No More" movement.



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3. Students will discuss the video in partners ([Think, Pair, Share](#)) and come up with three elements that stood out for them. They will use paper and markers to capture these ideas. This can be done in words, symbols or pictures.

As students engage in this work, check for their understanding and look for opportunities to pose questions that will deepen their thinking.

Action

4. As individuals or in small groups, students will read/watch/listen to any two of the following texts created at the outset of the Idle No More movement in 2012-13:
 - a. [Audio] [Pam Palmater on Idle No More](#) interviewed by Brent Bambury
 - b. [Text] [Idle No More: The Rise of Pam Palmater](#) by Karissa Donkin
 - c. [Text] [Why are We Idle No More?](#) by Pamela Palmater
 - d. [Video] [Pam Palmater on Idle No More's Mission](#) interviewed by Michael Serapio
 - e. [Text] [Idle No More only sounds vague. Let's talk specifics](#) by Chelsea Vowel
 - f. [Audio] [Idle No More protest speech](#) by Chelsea Vowel

After, the teacher will lead a whole-class discussion of students' learning using the [Connect-Extend-Challenge](#) thinking routine, asking:

- How are the ideas and information **connected** to what you already knew?
- What new ideas did you get that broadened your thinking or **extended** it in different directions?
- What **challenges** or puzzles emerge for you?

5. Students will watch *Colonization Road* directed by Michelle St. John. It's available from [CBC Docs on YouTube](#) or via [CBC Gem](#).
6. Introduce the [Values, Identities, Actions](#) thinking routine to students. After having watched *Colonization Road* students will think about:
 - What values does this work invite us to think about?
 - *Dig deeper*: Are they your values? Others' values? Whose? Does the work affirm or challenge or raise puzzles about these values?
 - Who is this work speaking about? And who is this work trying to speak to?
 - *Dig deeper*: Is anyone left out of the story that should be in it? Do you fit in or not so much for this story? Why?
 - What actions might this work encourage?
 - *Dig deeper*: Who's actions – yours, others, what others? Why?

Once students have worked their way through these questions, have them share their responses with peers in a small group discussion. Important in this process is that students reserve the right to pass.



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7. Have students read:
 - a. [What we're seeing in 2020 is Idle No More 2.0](#) by Pam Palmater

After, have students engage in small group discussions of their learning using the [Connect-Extend-Challenge](#) thinking routine. During these discussions, prompt students to make connections with the content from throughout the lesson.

Consolidation

8. Have students respond to one of the essential questions presented at the start of the lesson:
 - a. How do social movements begin (and evolve) to meet the challenges of the time?
 - b. What opportunities and responsibilities do people have to fight for causes they believe in?
 - c. What tools can people access that will help ensure that their voices are heard?

Consider differentiating how students might offer this response - small group discussions, in writing, recording a video, etc.

Extension Possibilities

1. Students can research other grassroots campaigns and advocacy efforts by First Nations, Métis and Inuit groups. The [Onaman Collective](#) might be an excellent place to start this process.
2. Make connections to the lesson *The Power of Platform*, which investigates how social media are being used to amplify the voices of First Nations, Métis and Inuit peoples to advance their beliefs and causes.