



Investigating through Indigenous News Media

Lesson Plan

NBE 3C 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

A1.6 compare several different perspectives on themes, ideas, and issues related to First Nations, Métis, and Inuit identities, relationships, and self-determination, sovereignty, or self-governance, as reflected in various texts from both Indigenous and non-Indigenous sources (**Comparing Perspectives**)

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

C1.8 identify and analyse the perspectives and/or biases evident in texts dealing with themes, ideas, and issues related to First Nations, Métis, and Inuit cultures, including increasingly complex texts, commenting on any questions they may raise about beliefs, values, identity, and power (**Critical Literacy**)



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Learning Goals & Success Criteria

Learning Goals

We are learning about:

- Successes and failures in how news media communicate stories about First Nation, Métis, and Inuit peoples.
- First Nation, Métis, and Inuit peoples' defence of inherent Indigenous rights and sovereignty and how their actions to uphold their laws and rights are portrayed in media
- Whose voices are present and whose are missing in news media
- Critically consuming media that address Indigenous laws, histories, truths, and contemporary realities

Success Criteria

I can:

- Describe how media ownership and representation influence how stories about how stories about First Nation, Métis, and Inuit peoples are told.
- Critically consume and analyze information from a variety of texts and then draw reasoned conclusions from them.
- Use reading and thinking strategies to help understand news stories and form connections with their content.

Essential Questions

1. How does the media influence how we see ourselves and others?
2. How does *what* you read influence *how* you should read it?
3. What moves us to share stories about ourselves and our communities?

Lesson Materials and Resources

- [Stories are survival](#) by Cherie Dimaline
- [Truth and Reconciliation Commission of Canada: Calls to Action](#)
- [United Nations Declaration on the Rights of Indigenous Peoples](#)

- [Aboriginal Peoples Television Network](#)
- [Anishinabek News](#)
- [CBC Indigenous](#)
- [The Métis Voyageur](#)
- [Turtle Island News](#)
- [Two Row Times](#)
- Additional local and national news sources



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Lesson Plan:

Estimated Timeframe: 300-375 minutes

Minds On

- Post the following quotation from [Stories are survival](#) by Cherie Dimaline:

“Writing becomes the action and the argument that refuses to comply or allow history to continue on unchallenged and the future to develop unabated. In this way, stories become our battle plans and our peace treaties – they hold our records and influence our next steps.”

Students will discuss the quotations in partners (e.g., [Think, Pair, Share](#)) and explore the issues and ideas that stood out for them. As students engage in this work, check for their understanding and look for opportunities to pose questions that will deepen their thinking.

- Students should then read Dimaline’s [full piece](#) for CBC Books. After reading, students can [Take Note](#) of the piece, answering one of:
 - What is the most important point?
 - What are you finding challenging, puzzling or difficult to understand?
 - What question would you most like to discuss?
 - What is something you found interesting?

Have one group collect their index cards and pass them to another group. Upon receiving the new note cards, the cards are randomly distributed and each student reads and responds to the card they receive. Cards are then recollected and passed back to the group from which they came. Invite students to reflect on the feedback they’ve received from their peers.

Action

- Introduce the Indigenous News Study task to the class.

For the Indigenous News Study, students will:

- Select their topic
- Use the class set of newspapers, computers, or their devices to begin collecting their articles and/or news clips. Any of the following would be excellent places for students to start their research:
 - [Aboriginal Peoples Television Network](#)
 - [Anishinabek News](#)
 - [CBC Indigenous](#)
 - [The Métis Voyageur](#)
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- Collect representative articles and/or clips about their chosen topic (a number to be agreed on as a class)
 - Critically analyze the information, themes, ideas and issues contained in the articles they've collected, focusing on authenticity, bias, representations, and voice.
 - [Unveiling Stories](#) is an excellent tool for this, for any students who might need a guiding structure.
 - Actively link the content of the stories to the [UNDRIP](#) and/or the [TRC Calls to Action](#).
 - Consider how you might scaffold this part of the task. There are suggestions to be found below.)
 - Determine which media form they found most helpful in exploring their issue.
 - Organize their resources in a logical manner and provide an explanation of same
 - Write an analysis of their work, what they discovered, and what learning this inquiry has provoked in them.
- As a class, invite students to brainstorm a list of contemporary Indigenous issues that they might like to explore in their News Study. Topics may include:
 - Self-determination (ex. sovereignty, treaties, land claims)
 - Ongoing impacts of colonialism and genocidal policies and practices (ex. health care and treatment, activism and advocacy, and reckoning with colonial symbols and historical figures)
 - Indigenous rights and inherent rights
 - Land and water protection
 - A key focus in this scrapbook activity will be for students to link the stories that they have collected to the relationship between Canada and the First Nation, Métis, and Inuit peoples and the education we have been deprived of.

This will require that students are familiar with two central texts in understanding these issues:

- [Truth and Reconciliation Commission of Canada: Calls to Action](#)
- [United Nations Declaration on the Rights of Indigenous People](#)

These documents are challenging and will feature language and diction that will likely be unfamiliar to many students. Consider using reading strategies that will support students' comprehension. These might include:

- Pre-teaching critical vocabulary (ex. identities, relationships, and self-determination, sovereignty, or self-governance)
 - Consider resources accessed through the [First Nations, Métis, and Inuit Education Association of Ontario \(FNMIEAO\)](#) as an excellent starting point here.
- Guided reading
- Chunking the texts (e.g., related to Calls to Action)



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- Using technology tools (like CTRL-F to search the documents for key terms)
- Narrow reading (ex. students start with their topic and focus only on that while reading the documents)
- The make-up of the scrapbook will be discussed and students will be provided with presentation options. Options may include a traditional scrapbook, poster board, or digital tools.

The teacher and class will co-construct the success criteria for this project and will create a rubric as well as a peer-assessment tool.

Consolidation

- Invite students to share their work in a small group of peers. They can compare and contrast their findings across different topics and media. Encourage them to focus their discussions around one of the lesson's essential questions:
 - How does the media influence how we see ourselves and others?
 - How does *what* you read influence *how* you should read it?
 - What moves us to share stories about ourselves and our communities?

Extension Possibilities

1. Students can compare how well social media present First Nations, Métis, and Inuit peoples' stories to those in more conventional print or broadcast sources.
2. Students can write to an authentic audience (a media ombudsperson, the Canadian Radio-telecommunications and Telecommunications Commission, etc.) to communicate the findings from their inquiry.

Disclaimer

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