

**Topic:** Social Studies

**Grade:** 6

**Date:** N/A

## **Aboriginal Stereotypes: What, Why and How**

### **Expectations:**

Use appropriate vocabulary to describe their inquiries and observations

Express their personal viewpoints, based on historical evidence, about the outcomes of early contact between First Nation peoples and early European explorers

Identify some present-day issues concerning First Nation peoples that relate to results of early contact

**Equity/Diversity:** Identifying Aboriginal perspectives (in relation to both historical events and current issues), Identifying personally significant culture and making connections to the importance of Aboriginal cultures

### **Minds On:**

Class Discussion on Stereotypes

Goals: - Define *stereotype*

- Identify various stereotypes that exist in our society
- Identify the problematic nature of using cultural groups as sports mascots
- Recognize that the Aboriginal population is the only culture to be represented in such a way.

Questions to ask:

What is a stereotype?

Is there a stereotype that is related to your culture or identity?

How do you feel when your culture or belief is stereotyped?

Is there a stereotype that is related to Canada's First Nation and Aboriginal population? If so, what is it?

What is a Mascot? What Mascots can you think of?

Can you think of a Mascot that is not an animal? What group of people does it represent?

Accommodations: Give students adequate think time to process questions.

Materials: Chalk board, chart paper or white board

### **Action:**

Examining Mascot Imagery:

- Students will examine various mascots (Cleveland Indians, Chicago Blackhawks, etc.) as well as the corresponding fan culture (ex. "The Tomahawk Chop")
- Open discussion about first reactions to the imagery

- Students imagine a society that uses stereotypical images of their own cultures and identities to represent various sports
- Students identify why Aboriginal cultures are used to represent sports teams
  - o Historical significance (“savage”, “barbaric”)
  - o Recent significance (marginalization as a group, residential schools)

#### Examining Response Imagery

- Students will examine various responses to the stereotyping of First Nations and Aboriginal communities
- Discussion regarding personal responses/opinions and their justifications

#### Piecing it Together

- Where are the roots for discrimination against First Nation/Aboriginal populations?
- How does this relate to colonization of North America as well as the treatment of First Nations/Aboriginal populations since then (residential schools, etc.)?

Questions to ask:

Who creates these images?

How do the images make you feel?

Why are these images acceptable in our society?

Would they be acceptable if they were called the Washington Blackskins or the Cleveland Asians?

What is a “response image”?

Why are people responding?

What is the meaning behind these responses? What do you think they say about the creator/author’s opinions?

Accommodations: Allow images to be passed around classroom during discussion in order to accommodate visual learners, allow adequate thinking time before calling on students

Materials:

Images from the following sports teams: Edmonton Eskimos, Cleveland Indians, Chicago Blackhawks, Washington Redskins, Atlanta Braves (Old and new logo)

Images responding to First Nations/Aboriginal stereotypes (Political cartoons, personal responses, “Imagine....” Cleveland Indians response, etc.)

#### **Consolidation:**

#### Making Posters

- Students will construct posters using printer paper and markers that respond to one (or more) images studied during the class discussion
- Students will identify and address current Aboriginal issues within their posters
- Students will have an opportunity to discuss poster ideas with group members during the work period to ensure a high quality idea and design
- Posters may be done in the style of a political cartoon, or something more artistic

Accommodations: Place images in various locations around the room and allow students to continue looking at them and discussing in small groups. Allow students to trace images for posters while still encouraging and fostering creativity.

Materials: Various art supplies (pencil crayons, markers, etc.), printer paper, images from the action portion of the lesson

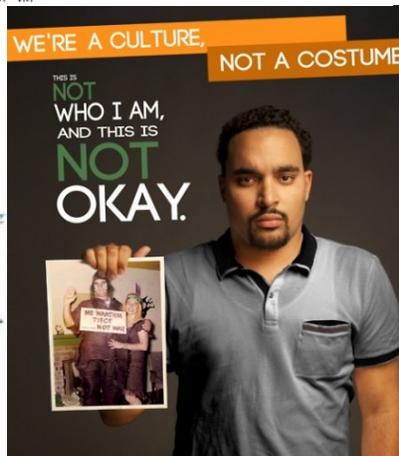
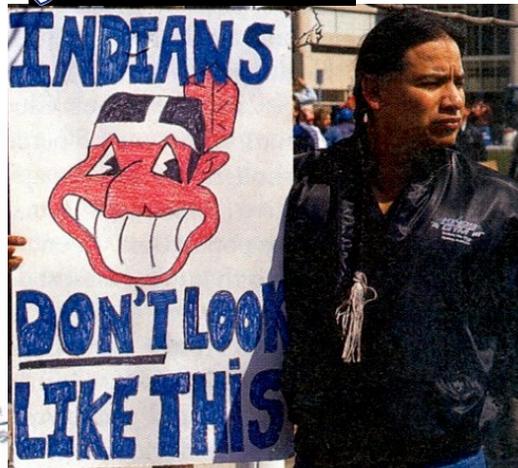
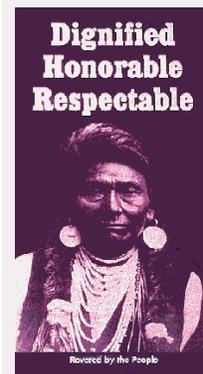
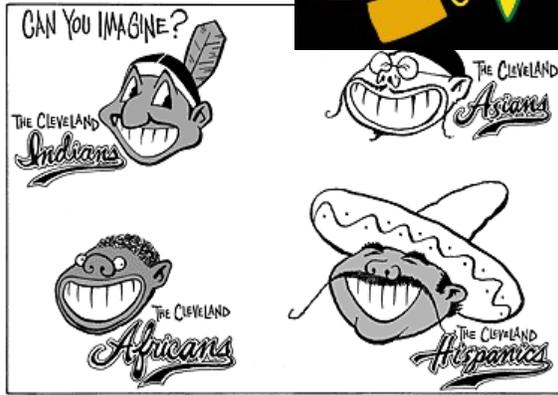
**Independent Practice:** Finish poster at home, if necessary. Class time provided.

**Highlights/Summary Focus:** Focus on diversity, cultural identity, Aboriginal perspectives, current issues facing the Aboriginal community, stereotypes and discrimination

**Assessment:** Discussion mark (Did they participate? Were they actively listening to the opinions being expressed? Were they respectful? Did they support their opinion with specific examples and solid explanation?), Poster mark (Did their poster have a clear message that was related to the in-class discussion? Did they use class time effectively in order to create their poster?)

**Next Steps:** Moving into the [fourdirectionsteachings.com](http://fourdirectionsteachings.com) resources to highlight current Aboriginal teachings and perspectives broken down by tribe. In particular, discuss the Blackfoot tribe's discussion regarding Aboriginal identity.

**Examples of Images:**



Where is the honor ?



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