



A Tale of Two Communities

Classroom Connections

Research Project: Challenging Injustices

“Canada has apologized for forcing generations of Indigenous peoples into the soul–and culture–destroying residential schools, but in reality it has only substituted jails for the schools in the forced institutionalization of our peoples” - *Arthur Manuel*

Part 1: Current Injustices

Look into some of the common injustices Indigenous Peoples in your local community or region face. You may want to consider some of the following possibilities:

- Housing
- Land
- Access to safe drinking water
- Income inequality and poverty
- Education
- Other social problems, violence, or safety

Research these areas online via different websites (including news media) and social media platforms and analyze:

1. How are the problems portrayed? What causes are identified?

2. Do these portrayals play into common misconceptions and stereotypes? If so, how?

3. What current initiatives exist to address some of these injustices (government, Indigenous organizations, other organizations and programs)?

As a class: Share your research with your classmates as a presentation, oral report, poster, or as a video report. You may also want to find ways to share your research more widely with your school or community. For example, you could write a letter to the editor of your local paper to share your concerns about the injustices and racism experienced by Indigenous Peoples or find ways to use social media to share your concerns.



Part 2: Challenging Misconceptions and Stereotypes

Look into some common misconceptions online via different websites (including news media) and social media platforms. See: itiv.ca/2/ for resources

Below you will find questions to help guide your research:

1. Can you think of other common misconceptions, including some you might have identified in the previous exercise?

2. What forces (media, politics, history, etc.) influence Indigenous identities in Canada? What similarities and differences do you see between the forces that shape Indigenous identity and the forces that shape your identity?

3. How will knowing this information inform conversations with your classmates? Your family? With others who currently have misconceptions about Indigenous people?

4. How do people learn to make stereotypes? How might they unlearn them?

5. What important lessons can we draw from examining misconceptions and stereotypes about Indigenous people? What messages should be conveyed about misconceptions and stereotypes about Indigenous people?

6. What concrete steps can you and your class or school take to confront racism against Indigenous Peoples?

As a class: Create posters in groups of 2-3 addressing common misconceptions about Indigenous Peoples and place them in a prominent place in your school. You could also include some ideas about how to confront racism against Indigenous Peoples.