

Lesson: Understanding the 1990 “Oka Crisis” and its Impacts (Day 1)

Grade Level: 11-12 **Subject:** History/Social Studies/ Contemporary World
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Lesson Duration: 50-min session

Lesson Objectives (skills / information learned by students)

- Understand the context, events, and impacts of the 1990 Kanehsatà:ke’s resistance.
- Engage in critical thinking about media representation of Indigenous people in Canada.
- Students are able to grasp the longevity of the historical claims of the Mohawk people of Kanehsatà:ke. They understand the magnitude and response of the government’s reaction to the conflict. They can identify ways in which the event was improperly represented in the media and can understand some of the biases. Students have been exposed to some of the extreme racism during the crisis.

Materials needed

- One computer and projector for instruction
- Desktop computers or laptops (at least one computer per two students)
- Internet connection and password
- Hyperlink address for the “Oka Crisis” digital map (display on board or projector for students to access)
 - goo.gl/fn88JM

Lesson Day 1: Chapter 1

Stage	Technique	Teacher Guide	Duration
Beginning	Lecture/Inform	<ul style="list-style-type: none">• Frame the “Oka Crisis” by first discussing First People’s place in Canada, their history and presence today. Review the 8th Fire (CBC) Review TRC final report summary Review the RCAP final report• Provide a brief verbal summary of the Kanehsatà:ke’s resistance (“Oka Crisis”).• Display digital map on overhead projector; introduce the key components of the interface (i.e., legend, chapters, zooming, placemarks).	5-10 min
Middle	Instructor-led map exploration (chapter 1)	<ul style="list-style-type: none">• Project the hyperlink address for the digital map (goo.gl/fn88JM)• Ask students to navigate to the map.• Ensure all students have the map displayed.• Guide students through each mapped point in	35-40 min

		<p>Chapter one of the map, in chronological order.</p> <ul style="list-style-type: none"> • Encourage students to follow along on their own computers, so they become comfortable with the map interface. • Where applicable, discuss as a class the questions posed in the content of the map. 	
End	Recap	<ul style="list-style-type: none"> • Discuss the longevity of occupation, the established Six Nations society and organization, the injustices and loss of land that the people of Kanehsatà:ke faced, and their efforts to gain ownership of the land. 	5-10 min

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