

Lesson: Understanding the 1990 “Oka Crisis” and its Impacts (Day 2)

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 2: Student-led map exploration (Chapters 2 to 6)

Stage	Technique	Teacher Guide	Duration
Beginning	Lecture/Inform	<ul style="list-style-type: none">• Briefly review the previous lesson• Have the students form five groups	5 min
Middle	Student-led map exploration (chapter 2-6)	<ul style="list-style-type: none">• Assign each group a map chapter (2-6)• Ask each group to review each point in their chapter in chronological order and take notes that respond to the following three questions:<ol style="list-style-type: none">1) What are the key points/facts of the chapter?2) What did you learn that you didn’t know before?3) Reflect on your emotional reaction (What surprised you?)4) With your group, pose a discussion question for the rest of the class to discuss next class.	35-40 min

End	Recap	<ul style="list-style-type: none">• Inform the students that, in addition to answering these questions, their groups will be summarizing their answers (3 minutes each group) and posing a discussion question for the next class (2-5 minutes discussion for each group).	5-10 min
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