

## Lesson: Understanding the 1990 “Oka Crisis” and its Impacts (Day 3)

**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](http://goo.gl/fn88JM)

### **Lesson Day 3: Student-led map exploration (Chapters 2 to 6)**

<b>Stage</b>	<b>Technique</b>	<b>Teacher Guide</b>	<b>Duration</b>
Beginning	Lecture/Inform	<ul style="list-style-type: none"><li>• Briefly review the previous lesson</li><li>• Have the students form the same five groups as the previous session</li></ul>	5 min
Middle	Student-led presentations	<ul style="list-style-type: none"><li>• Each group will report, summarize and discuss what they learned in their own chapter referring to their worksheet. They can nominate one or two spokespeople to address the class.</li><li>• Each group has 3 minutes to discuss what they learned, and each group’s discussion question can be discussed for 2-5 minutes.</li></ul>	35-40 min
End	Recap	<ul style="list-style-type: none"><li>• Summarize the students’ findings or discuss the additional questions provided below.</li></ul>	5-10 min

Additional questions for prompting class discussion:

- Chapter 3: Why were the actions by the Kahnawà:ke community significant drivers of negotiation, public discourse and media attention?

Chapter 4: How did the representation of the conflict in the media shape how Canadian people viewed the conflict and skew the actual events?

Chapter 5: What is the significance of the solidarity protests and how quickly they spread around the country? Why did they spread?

- Why did it leave such a lasting legacy in the community and beyond? How were the people of Kanehsatà:ke and Kahnawà:ke permanently affected? Have there been any significant changes?

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<http://www.uvic.ca/socialsciences/ethnographicmapping/>