



10/11/12 SOCIAL STUDIES / BC FIRST PEOPLES / INDIGENOUS STUDIES

INDIGENOUS PERSPECTIVES OF GENDER

RATIONALE

In this lesson, students will explore indigenous perspectives of gender, and contrast these to European beliefs. Students will also consider the impact of these colonial ideas about gender on indigenous people and communities.

CURRICULUM REFERENCES

SOCIAL STUDIES, 10

- **Big Ideas:** World views lead to different perspectives and ideas about developments in Canadian society.
- **Curricular Competencies:** Compare and contrast continuities and changes for different groups during this period (continuity and change). Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, world views, and beliefs (perspective).
- **Content:** Discriminatory policies and injustices in Canada and the world.

BC FIRST PEOPLES, 11

- **Big Ideas:** The impact of contact and colonialism continues to affect the political, social, and economic lives of BC First Peoples.
- **Curricular Competencies:** Compare and contrast continuities and changes for different groups in different time periods and places (continuity and change). Explain different perspectives on past or present people, places, issues, and events, and distinguish between world views of today and the past (perspective).
- **Content:** Impact of historical exchanges of ideas, practices, and materials among local BC First Peoples and with non-indigenous peoples.

CONTEMPORARY INDIGENOUS STUDIES, 12

- **Big Ideas:** Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism.
- **Curricular Competencies:** Compare and contrast continuities and changes for different groups in different time periods and places (continuity and change). Explain different perspectives on past or present people, places, issues, and events, and distinguish between world views of today and the past (perspective).
- **Content:** The varied identities and world views of indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land. Factors that sustain and challenge the identities and world views of indigenous peoples.

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(THE BELOW IS COPIED FROM ABOVE FOR EASY-TO-READ VERSION)

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Lesson Plan: First Nations' Perspectives on Gender
(based on *The Gender Spectrum: What Educators Need to Know*)

Curriculum Connections**SS 10 – Curricular Competencies**

- Compare and contrast continuities and changes for different groups during this period (continuity and change)
- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)

BC First Peoples 11 & Contemporary Indigenous Studies 12- Curricular Competencies

- Compare and contrast continuities and changes for different groups in different time periods and places (continuity and change)
- Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective)

Rationale

In this lesson, students will explore indigenous perspectives of gender, and contrast these to European beliefs. Students will also consider the impact of these colonial ideas about gender on indigenous people and communities both at the time of colonization and today.

Lesson Plan

1. Show students the etching of Theodor de Bry, *Balboa's Dogs Attacking a Group of Panamanian Sodomites* [http://www.wikigallery.org/wiki/painting_288686/Theodore-de-Bry/The-dogs-of-Vasco-Nunez-de-Balboa-\(1475-1571\)-attacking-the-Indians](http://www.wikigallery.org/wiki/painting_288686/Theodore-de-Bry/The-dogs-of-Vasco-Nunez-de-Balboa-(1475-1571)-attacking-the-Indians)
2. Ask them to interpret what they see in pairs and then discuss as a class.
3. Have students read the article, *Two Spirit: Past, Present & Future* by Harlan Pruden found on page 6 of *The Gender Spectrum: What Educators Need to Know*
4. Have students complete the *First Nations' Perspectives of Gender* worksheet (page 56).
5. Discuss students' responses as a class.
6. Ask students to imagine they work at the museum where the picture from the beginning of class is housed. Ask them to write a script of what they would tell visitors of the museum about the picture. You might allow students to conduct research about the picture before writing.

Assessment

Collect students' scripts for evaluation. Does the student apply critical thinking skills (questioning, comparing, summarizing, making judgments)? Does the student demonstrate an understanding of two spirit identities, both pre-contact and post-contact? Does the student demonstrate open-mindedness and respect for diversity?

First Nations' Perspectives of Gender Worksheet

1. After reading the article about two-spirit identities, compare and contrast the beliefs about gender traditionally held by some First Nations groups with those traditionally held in 'Western' cultures.

First Nations perspectives

'Western' perspectives

2. Summarize the difference between gender identity and sexual orientation as it's presented in the article.

3. The author writes, "The existence of two-spirit people challenges the rigid binary worldview of the North American colonizers and missionaries, not just of the binary gender system, but of a binary system of this or that, all together." What do you think this means?
