

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?
