Course Information	
Course: CHC2D: Canadian History since World War I	**Instructor:** Cyrina Santello
Grade: 10	**Date:** August 29, 2021
Topic: The Oka Crisis	**Length:** 75 minutes

Learning Expectations

From both *The Ontario Curriculum, Grades 9-12 – Environmental Education: Scope and Sequences of Expectations* (2017) and *The Ontario Curriculum, Grades 9 and 10 – Canadian and World Studies* (2018)

E. Canada, 1982 to the Present

E2. Communities, Conflict, and Cooperation

- E2.2 describe some significant issues and/or developments that have affected relations between the federal/provincial governments and First Nations, Métis, and Inuit individuals and communities since 1982
- E2.3 Identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit individuals and communities since 1982

E3. Identity, Citizenship, and Heritage

- E3.1 describe contributions of various individuals, groups, and/or organizations to Canadian society and politics since 1982, and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada

Previous Knowledge

- Relations between the Canadian/provincial governments and Indigenous peoples
  - Amendments to the Indian Act
  - Continued operation of residential schools
- RCMP impact on Indigenous peoples
- Indigenous contributions to Canadian culture and identity

Learning Goals

- Describe the Oka Crisis
- Understand the reasons behind the Oka Crisis
- Understand Indigenous land claims
- Understand the implications of the Oka Crisis for relations between Indigenous peoples and Canadian government
- Make conclusions about sustainable land use

Connections to Environmental/EcoJustice Education: This lesson offers differing perspectives on the appropriate use of land and educates students about Indigenous land claims.
Cross Curricular Connections: This lesson connects to some elements of Grade 10 Civics, including civic issues of national significance, democratic citizenship in Canada, why groups engage in civic action, and students' communication of their position on national issues.

Connects to Students' Lives: This lesson has national connections to students' lives. The lesson discusses Indigenous relations with multiple levels of governments in Canada and land claims issues, which continue into the present.

Assessment
● **Diagnostic:** Observation of class discussion ● **Formative:** Class discussion, student reflection, critical thinking activity

Lesson Outline		
Time (min)	**Activity**	**Resources**
10 mins	**Minds On** ● Primary source analysis: What can we figure out about the Oka Crisis from this image?	Google Slides
45 mins	**Main activity** ● Background information about Indigenous claims to the disputed land involved in the Oka Crisis ● Mohawk's environmental concerns about how land was to be used ● Reflection and discussion: How are the concerns of the Mohawk different from the concerns of the town of Oka's? How should land be used? What is the appropriate use of land? Is the way our society uses land today appropriate? ● Mohawk protests and clashes with RCMP, Canadian army, government of Oka ● "Resolution" ● Significance of the Oka Crisis	Google Slides
20 mins	**Consolidation** ● Activity: How would you resolve the Oka Crisis? ● Accompanied by videos of Indigenous perspectives in the present ● Kanesatake Grand Chief talks on Oka Crisis' lasting legacy: https://youtu.be/ZykdbdSDA74	Google Slides YouTube

	• Kanesatake grand chief says Oka's attempt to take over the Pines is 'mind boggling': https://youtu.be/uW0VtpiVm5c • Ellen Gabriel Clashes with Oka Mayor, Pascal QuéVillon: https://youtu.be/tc26LQpRn3M	

References

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Carleton, S. (2018, July 9). *The legacy of 'Oka' and the future of Indigenous resistance.* Canadian Dimension. https://canadiandimension.com/articles/view/the-legacy-of-oka-and-the-future-of-indigenous-resistance

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