**Mrs. Fitton January 2021**

 **English First Peoples 12**

**FINAL GUIDED INQUIRY PROJECT:**

**Moving Forward with Reconciliation**

**PERSONAL CONNECTION:**

1. What issue did we explore in English First Peoples that you want to dive into further and share with others (therefor contributing to reconciliation by educating others)?

Potential Ideas:

The Indian Act Inuit Culture

Thunder Bay Metis Culture

Colton Boushie Missing and Murdered Indigenous Women and Girls

Residential Schools Water Quality on Reserves

Reconciliation (TRC) Indigenous children in foster care

The Sixties Scoop Controversial Statues and Monuments in Canada

Oka Crisis Cultural Appropriation

Australian Residential Schools Sports Logos

Gladue Report Overrepresentation of Indigenous people in Prisons

“Starlight Tours” in Saskatchewan Decolonization in Canada

Bear Clan Patrol/Sweet Grass Patrol Healing Centres (alternative to incarceration)

Downtown Outreach Addictions Program (DOAP) Friendship Centres

Berger Commission (right to hear about mega projects on Indigenous land)

Healthcare Systematic Racism

Nisga/Nunavut (Modern Negotiated Treaty) High Suicide rates in Northern Communities

Food Insecurity Intergenerational Trauma

**Criteria:**

1. Represent authentic Indigenous voices (**minimum** at least 1 authentic Indigenous voice)
2. Include at least TWO other reputable sources
3. Written completely in your words (acknowledge when quoting)
4. Create something that can be shared digitally and publicly (outside of our classroom)
5. Works cited of sources
6. Do three­ personal reflections to be handed in
7. Share it out in a “Gallery Walk” (a relaxed Science Fair-like environment with both classes) at Maggie during exam week. Fill in the **mandatory** sheet while you visit **at least 5** other projects.

 “*The more you want to embrace the notion that you can indeed inspire change, the more power and courage you give yourself to act in the pursuit of justice and equality” Chief Joseph*

*“Let us find a way to belong to this time and place together. Our future, and the well-being of ALL our children, rests with the kind of relationships we build today” Chief Joseph*

**MORE DETAILS on each part:**

1. **COMPONENT ONE - Finding Authentic Indigenous voice(s):**

“Voice” - find a person, series of images (photography or art), music, short story, poetry, novel, autobiography, or documentary that illustrates the perspective of an Indigenous person (related to your profession of choice ex. lawyer, in the sporting industry, etc)

**Options:**

1. Interview someone (in person or phone)
2. Find authentic Indigenous voice through any media of your choice (ex. blog, art, photography, novel, poetry, documentary film, academic article, interview online, etc)

**2. COMPONENT TWO - Bridging Non-Indigenous and Indigenous perspectives**

Possible people/organizations to interview:

(please note, some are of Indigenous ancestry, and some are working towards Reconciliation or can comment on Reconciliation in the workforce)

**3. COMPONENT THREE - Final Product Choices**

Create something that can be SHARED publicly and digitally. For example:

1. YouTube Video
2. Weebly Website
3. Instagram or Twitter Account dedicated to the topic
4. Blog/Vlog
5. Art Work

**4. COMPONENT FOUR - Reflection Questions**

You will be required to do three reflections (one at the beginning, one mid-point and one at the end) to document the your thoughts and the process of the project

**5. COMPONENT FIVE - Gallery Walk**

**Going Forward Conversations**

\*\*Thursday June 24, Princess Margaret Library or Mrs. Fitton’s room 210

**Expectations:**

-circulating and visiting other projects

-engaged - asking others questions, listening attentively

-visit at least 5 other projects and fill in the handout as you go