

FIRST NATIONS THE CIRCLE UNBROKEN

Thirteen 20-minute programs about current issues, cultural identity, and relations between First Nations and Canada, compiled on four videocassettes.

The accompanying Teacher's Guide provides context, background on the issues, discussion questions and activities. For more information, please see inside video jacket.

VIDEO 3 Ages 11 to Adult

These programs introduce more complex stories about Aboriginal title to the land, alternative justice, and relations between First Nations and Canada.

- 3/1 Potlatch*** (22 mins) The Canadian government suppressed the Potlatch. The Kwag'ulh people resisted. Today the Potlatch is part of self-government.
- 3/2 Time Immemorial*** (22 mins) The Nisga'a have been resisting the seizure of their lands in the Nass Valley for 130 years. In 1972 they won a Supreme Court decision confirming their unextinguished title to the land.
- 3/3 Uranium*** (23 mins) First Nations communities near uranium mines feel the impact of sixty years of radioactive pollution.

**These programs have been revised and shortened from the original productions for classroom use.*

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A production of Face to Face Media and the National Film Board

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Closed captioned for the deaf and hard of hearing. A decoder is required.

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FIRST NATIONS : THE CIRCLE UNBROKEN

VIDEO

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FIRST NATIONS THE CIRCLE UNBROKEN

Thirteen 20-minute programs
about current issues, cultural identity,
and relations between First Nations and Canada

VIDEO

AGES 11 **3** TO ADULT

Potlatch

Time Immemorial

Uranium

FIRST NATIONS THE CIRCLE UNBROKEN

This collection of thirteen 20-minute programs introduces students, aged 9 to adult, to a variety of First Nations perspectives on history, culture, spirituality, education, justice, the environment, racism, colonialism, and Aboriginal title to the land. We have chosen the best available documentaries, then revised and shortened them for classroom use. These programs provide students with rich and complex images of the contemporary reality of the First Nations, their sense of identity, and their relations with Canada.

The accompanying Teacher's Guide provides context, background on the issues, discussion questions and activities.

The thirteen programs are compiled on four videocassettes. Other programs in the series are:

VIDEO 1 Ages 9 to Adult

In these programs, people tell stories about what is important to them and to their families.

- 1/1 Cree Hunters, Quebec Dams** (23 mins) In 1974, a Cree family winters on the land. Twenty years later, the Cree are still fighting the James Bay hydro projects.
- 1/2 Standing Alone*** (20 mins) Pete Standing Alone, at age 50, reflects on his life and the life of the Blood, members of the Blackfoot Confederacy.
- 1/3 The Last Mooseskin Boat*** (17 mins) A Shotah Dene family builds an extraordinary thirty-foot-long boat and travels downriver to Fort Norman.
- 1/4 KWA'NU'TE*** (19 mins) Three Micmac and Maliseet artists work with wood, pencil, paper, stone and quills.

VIDEO 2 Ages 11 to Adult

These programs introduce more complex stories about Aboriginal title to the land, alternative justice, and relations between First Nations and Canada.

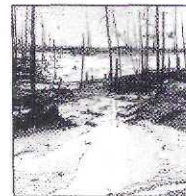
- 2/1 Hunters and Bombers*** (22 mins) The Innu of Labrador fight NATO to end training flights by bombers that disrupt their hunting camps.
- 2/2 Magic in the Sky*** (20 mins) The Inuit resist the violence and materialism of southern "TV culture" by making their own programs.
- 2/3 Voyage of Rediscovery*** (25 mins) An angry young man is tried for assault. On a suggestion from his family, he is banished to an island to discover himself, a traditional Heiltsuk response to offenders.

VIDEO 4 Ages 13 to Adult

Questions are raised about the purpose of education, the definition of cultural genocide, and the lasting effects of epidemics on First Nations.

- 4/1 Education, As We See It** (20 mins) The alienation experienced by many students in residential schools is compared with life in contemporary schools run by First Nations communities.
- 4/2 Last Days of Okak** (26 mins) An influenza epidemic, brought to Labrador aboard a missionary supply ship, devastates the Inuit community of Okak in 1918.
- 4/3 Commandos for Christ** (20 mins) The Ayoreo of Paraguay, sought out by missionaries, fall prey to poverty and death.

* These programs have been revised and shortened from the original productions for classroom use.



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A CRITICAL THINKING MODEL FOR TEACHING FIRST NATIONS ISSUES

by Susan Hargraves

1. "Think globally." Set a context of world-mindedness: "How do you want the world to be?" Help students develop a vision of what might be possible. Stress the importance of global interconnectedness.
2. "Act locally". Create rituals that affirm and create community in your classroom.
3. Build on students' knowledge and questions, and follow their thinking. Four questions arise: What do you know? What do you think you know? What are the sources of your information? What questions do you have? Use journals, create an atmosphere of open-ended inquiry, give time for thinking, and allow time for connections.
4. Create a safe classroom environment in which students can share thoughts and feelings and feel free to make mistakes. Stop "put-downs" by talking about them; involve students in process; have students read each other's work; have class meetings to discuss how students are feeling; use student self-evaluations; stress the importance of building community; develop decision-making skills within the context of democratic classrooms.
5. Go into depth. Do not assume skills.
6. Teach from multiple perspectives and build communication skills. Help students tolerate ambiguity and uncertainty of knowledge. Teach dialogue as an attitude as well as a skill. (Others always have a part of the truth unseen by us.)
7. Discuss feelings. Be aware of the integration of "spirit" and "mind". Be aware of the "despair/empowerment" curve.
8. Teach critical analysis and allow the hard questions to emerge. Adolescents are the critics at the dinner table: they see hypocrisy.
9. Teach conflict-resolution skills and community-building skills through direct instructions, classroom management, and the curriculum.
10. Provide students with opportunities for social contributions and involvement. Teach about participation; teach about individuals and organizations that "make a difference"; encourage democratic participation in the classroom and school. Provide opportunities to participate in the larger community by assigning students to "make a difference" in, for example, social service projects. Stress the importance of forming and acting on convictions and commitments while staying open to change and new ideas.

The section above is reprinted from the Teacher's Guide for this series. For a copy of the Guide, write to — First Nations: The Circle Unbroken, National Film Board, Ste. 300, 1045 Howe St., Vancouver, British Columbia V6Z 2B1.