

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 **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.

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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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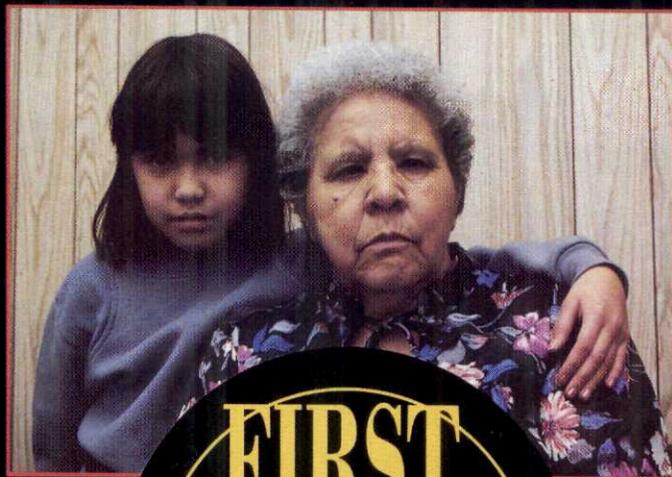


FIRST NATIONS: THE CIRCLE UNBROKEN

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 13 **4** TO ADULT

Education, As We See It

Last Days of Okak

Commandos For Christ

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 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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QUESTIONS FOR CRITICAL ANALYSIS

Adapted from the writings of Shelly Berman and Gene Thompson

1. How do we know what we know?
2. What are the biases in the way we are socialized and in what we are told?
3. What are the competing interests and powers?
4. What are the assumptions underlying the positions on an issue?
5. In whose interests are the solutions?
6. What are the systemic and structural sources of political and social problems?

A CHECKLIST FOR TEACHING CONTROVERSIAL ISSUES

Adapted from articles by Susan Jones, published by Educators for Social Responsibility

The goals are to help students to:

- understand vital current First Nations issues
- see that there are many points of view on an issue
- learn that people may disagree on important issues, and that this can be healthy
- learn how to respect and understand differences of opinion
- realize that there are not always simple and clear-cut answers to difficult questions
- "complicate" their thinking
- be in charge of the information they learn and the questions that get raised
- learn to ask thoughtful questions about information
- develop age-appropriate research skills
- express their ideas clearly, in their own words
- see that they learn better when they become active questioners and careful observers
- learn to listen actively to each other and to see that valuable information can come from kids as well as adults
- take risks and feel okay about making mistakes
- realize that we learn and grow through feedback
- learn to be supportive about each other's learning process
- develop cooperative thinking skills
- develop organized thinking and note-taking skills
- develop such critical-thinking skills as distinguishing fact from opinion, looking at supporting evidence, evaluating sources of information, and recognizing bias
- gain the experience of competence: they can find out answers to their questions
- learn to respect each other: they can learn from each other as well as from adults
- gain the experience of practising respect: their thoughts and opinions are valuable to others
- learn to make the connections between thought and action, and to find appropriate ways to act to make the world a better place
- experience power: they can participate in age-appropriate ways and make a real contribution.

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.