There have been many reports over the last 100 plus years that talk about Indigenous education and the relationship between the Canadian Government and the first peoples of this land. This Jigsaw activity can help students understand what has been done and not done within the reports. How reports are all well and good but if there is no action, then there is no change.

Lesson:

* have the class divide into groups. Each group will take a report and answer the question and learn about the report. Depending on your time, I would give 20-30 minutes for this work.
* Once the groups have learned about their report, divide the groups into another group, where they have 1 person from each report in their group. They will then share with the group about the report they learned about with others

Suggestions:

*If it is a large class with time- 7 people per group- 20-30 minutes to research- 45- 60 minutes to share about each report.*

* *This would mean that the first break out has 7 people per group.*
* *The second break out would have 7 groups, 1 person from each report in it.*

*If you have a smaller group- use 4/ 5 reports- 4/5 people per group- 15 - 20-minute research- 30-45 minutes to share about their findings.*

**Reports**

**Dr Bryce report? The Indian Schools of Manitoba and the Northwest Territories**

What was the date of this report?

Who was Peter Bruce?

What was his role in the government?

What did his report find?

What were the recommendations?

What happen to Bryce after the report was written?

**Hawthorne report:  A Survey of the Contemporary Indians of Canada: Economic, Political, Educational Needs and Policies,**

What was the date of this report?

What was happening during this time for this report to be written?

What was the findings of this report? What was the new catch phrase?

What in the report’s recommendations focus on education?

What did the government do after this report was completed?

How have things changed since this report?

**National Brotherhood- Indian Control of Indian Education**

What was the date of this report?

What did the government do that forced the building of the National Indian Brotherhood?

Why was this report written?

What was the report asking for with Indigenous education?

What reforms was the report asking for in education, both on and off reserve? Have any of these reforms happened to date?

**Royal Commission for Aboriginal People** What was the date of this report?

What was the date of this report?

What happened in Canada for the government to call for a report on Indigenous people?

* When did the event happen? How long was it? And what was it about?

Why did the government think it was necessary to write this report?

What were the major findings from this report for education?

What is the legacy of the Royal commission report?

How does it help with legal cases today?

**UNDRIP- United Nations Declaration of the Rights of Indigenous People**

What was the date this report came out? How long did it take to write?

What is this reporting asking for, for Indigenous people?

When this report was released, what countries did not sign on to upholding this report?

What provinces in Canada have signed on to this report? How has it been implemented?

How have things changed since this report for Indigenous people?

**TRC- Truth and Reconciliation Report**

What was the date this report came out?

What happen in the Canadian courts that started this work? Who paid for it to be written?

How many calls to action were there? How many calls to action had to do with education?

How many calls to action have been completed?

How has this changed education in BC, if at all?

**Missing and Murdered Indigenous Women and Girls report**

What was the date this report came out?

What was happening in the Canadian and in the courts that started this work?

How many calls to action were there? How many calls to action had to do with education?

How many calls to action have been completed?

How has this changed education in BC, if at all?

What was this report focused on changing? How does it address systemic racism?

Some places for further learning: There is so much more these are just a few that connect.

Adolescent UNDRIP: <https://un-declaration.narf.org/wp-content/uploads/un-adolescents-guide2013.pdf>

Beyond the 94: <https://cbc.radio-canada.ca/en/your-public-broadcaster/blog/beyond-94>

Indigenous watch dog: <https://www.indigenouswatchdog.org/2022/04/26/how-many-of-the-trc-calls-to-action-are-complete-dont-ask-the-federal-government/>

Frist Nations Child & Family Caring Society: <https://fncaringsociety.com>

A National Crime PDF: <https://caid.ca/AppJusIndCan1922.pdf>

Oka Crisis: <https://www.thecanadianencyclopedia.ca/en/article/oka-crisis>

270 years of resistance: The Oka Crisis: <https://reelcanada.ca/film/kanehsatake-270-years-of-resistance/>

Beans Movie: <https://www.imdb.com/title/tt11735544/>

White Paper Act: <https://indigenousfoundations.arts.ubc.ca/the_white_paper_1969/>

Red Paper: A Counter-Punch to the White Paper: <https://www.ictinc.ca/blog/the-red-paper-a-counter-punch-to-the-white-paper>

Nation Indian Brotherhood/ Assembly of Frist Nations story: <https://caid.ca/AFNHis2010.pdf>

Hawthorne report: <https://caid.ca/HawRep1a1966.pdf>

Indian Control of Indian Education: <https://oneca.com/IndianControlofIndianEducation.pdf>

TRC: <https://www.rcaanc-cirnac.gc.ca/eng/1450124405592/1529106060525>

MMIWG report: <https://www.mmiwg-ffada.ca>

Highway of Tears: <https://highwayoftears.org>

100 years of loss: <https://ied.sd61.bc.ca/wp-content/uploads/sites/112/2019/02/100_Years_of_Loss_Teacher_Guide.pdf>