



# Reflection and Final Media Project

# June has been called Indigenous History Month June 21 is now National Indigenous Peoples Day June 21 is Summer Solstice

In 2009, June was declared [National Indigenous History Month](http://www.aadnc-aandc.gc.ca), following the passing of a unanimous motion in the House of Commons. This provides an opportunity to recognize not only the historic contributions of Indigenous peoples to the development of Canada, but also the strength of present-day Indigenous communities and their promise for the future. (Government of Canada: [www.aadnc-aandc.gc.ca](http://www.aadnc-aandc.gc.ca))



# PROBLEM OF PRACTICE

- I thought I was informed until I started teaching this course hearing the perspectives of First Nations, Inuit and Metis individuals AND I REALIZED...
- My understanding of First Nations, Metis, and Inuit individuals was tainted by stereotypes and the fact that my only understanding was based on mainstream media and limited educational opportunities taught by “white” people.
- I heard Justin Holness and Drew Hayden Taylor admit that they lacked positive role models and that most media produced about Indigenous individuals is about the suffering
- I learned about the resilience in the Indigenous communities and the challenges they face
- I noticed that there are limited opportunities to hear about the successes in the First Nations, Metis and Inuit communities.

## RESULTING OPINIONS:

1. We could create a media campaign to honour First Nations, Metis, and Inuit cultures

# What is UNDRIP?

UNDRIP stands for the *United Nations Declaration on the Rights of Indigenous Peoples*.

## What does it contain?

Some of its terms include:

**Article 1:** *Indigenous peoples have the right to the full enjoyment, as a collective or as individuals, of all human rights and fundamental freedoms as recognized in the Charter of the United Nations, the Universal Declaration of Human Rights and international human rights law.*

**Article 7: 1.** *Indigenous individuals have the rights to life, physical and mental integrity, liberty and security of person.*

**Article 8: 1.** *Indigenous peoples and individuals have the right not to be subjected to forced assimilation or destruction of their culture.*



- Romeo Saganash worked on UNDRIP for **23 years** before it was recognized by the United Nations in 2007
- Canada did not agree to sign it at the U.N. until 2012
- **Today, Canada still has not included UNDRIP into its Constitution**

## Who is ROMEO SAGANASH?

- MP for Abitibi-James Bay-Nunavik-Eeyou
- Co-creator of UNDRIP (United Nations Declaration on the Rights of Indigenous Peoples)
- 1<sup>st</sup> Cree to receive a law degree in Quebec
- Residential school survivor

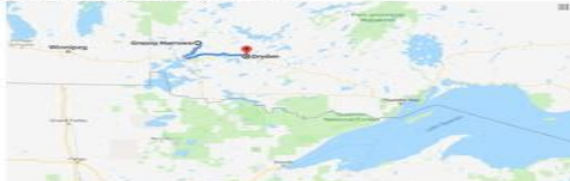


Open your eyes to Indigenous issues here in Canada by opening your ears to the **Red Man Laughing Podcast**. A fantastic start is the **February 9<sup>th</sup>, 2015** interview with Romeo Saganash.

Does UNDRIP seem radical or just reasonable basic human rights? *How can you help? **NOW'S YOUR CHANCE!*** Tell the Canadian Government by **calling/emailing your MP today to support Romeo Saganash's Bill C-641**

.....  
**Find your MP** at: [openparliament.ca](http://openparliament.ca)  
[Just punch in your postal code into the search box; use the  icon]

- **FACT:** Grassy Narrows First Nation and Whitedog First Nation traditionally live off mainly a **fish diet** from the Wabigoon River system.
- **FACT:** Reed International Paper Mill in Dryden, ON, operated a pulp & paper mill between 1962-1970, **dumping 10 tonnes of mercury** into the Wabigoon River.
- **FACT:** Effects of **mercury poisoning** include: **memory** problems, muscle weakness, weak **motor skills**, problems with acquiring **speech** and **language skills**, poor hand-eye co-ordination, **neurological** and **birth defects**.
- **FACT:** The people of **Grassy Narrows First Nation and Whitedog First Nation** today suffer from the **effects of mercury poisoning**.



**FACT:** In 2012 Canada agreed as a U.N. member to the **United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)** which states in:

**Article 29. 2.** States shall take effective measures to ensure that no storage or disposal of hazardous materials shall take place in the lands or territories of indigenous peoples without their free, prior and informed consent.

**Article 29. 3.** States shall also take effective measures to ensure, as needed, that programmes for **monitoring, maintaining and restoring the health of indigenous peoples, as developed and implemented by the peoples affected by such materials, are duly implemented.**



How can you help? **NOW'S YOUR CHANCE!**

1. Stand with the people of Grassy Narrows at Queen's Park at 12 Noon on Thursday, June 20<sup>th</sup> to protest the government's lack of action. (Go after your Period 3 Exam!)

Then why is the Government of Canada breaking their UNDRIP commitment in Grassy Narrows which is still suffering the effects of mercury poisoning by industry negligence from over 50 years ago?

- How can you help? **NOW'S YOUR CHANCE!**
2. Tell the Federal and Ontario Governments by calling/emailing your MP & your Ontario MPP today to state that health attention is overdue and needed NOW!

Find your MP at: [openparliament.ca](http://openparliament.ca)

[Just punch in your postal code into the search box; use the Q icon]; Find your MPP = go to [www.ola.org](http://www.ola.org)

3. Support helping the people of Grassy Narrows in their goal for transportation costs to come from their northern home to Queen's Park in Toronto by financially pledging at [GoFundMe.com](http://GoFundMe.com) > "Mercury Justice for Grassy Narrows".

# Success Criteria

Reflect on Skills and Strategies	Chooses appropriate and engaging approach approach to suit the mainstream Canadian audience and purpose (challenge perspectives and share insights)
Understand Media Texts	Researches information to show an academic and accurate understanding of the chosen topic then cites the source to honour those individuals who shared their knowledge. Attempts are made to find information that is written from an indigenous perspective.
Understanding Media Forms, Codes, Conventions	Uses pathos, ethos, and logos to challenge perspectives
Create Media Texts	Creates a media piece and publishes successfully to honour Indigenous History Month and to start a campaign

# BEFORE ENGAGING WITH INDIGENOUS KNOWLEDGE CONSIDER...

Are there Indigenous fluent language speakers involved?

Does it tokenize or minimize the significance of Indigenous Knowledge?

Does it present Indigenous Knowledge as 'simplistic'?  
(e.g., reducing complex knowledge systems to "crafts")

Are there Indigenous communities/people that view the content or  
context offensive? (e.g. could a teacher be confronted for  
appropriating Indigenous knowledge)

Is there an Elder or Knowledge Keeper facilitating the Indigenous  
Knowledge component of the learning?

Does the Elder or Knowledge Keeper have lived experience within their  
community?

Does it represent a wide variety of Indigenous peoples, diversity of  
knowledge or does it essentialize people and knowledge?

Has a relationship been developed with the local Indigenous community?

Was permission given to incorporate or utilize the knowledge?

Has the source of knowledge been cited and the community from which  
it comes been disclosed?

Are Indigenous people involved throughout the entire project?

How does the project involve reciprocity?

[WWW.FNMIEAO.COM](http://WWW.FNMIEAO.COM)