



Canada C3 Digital Classroom Learning Module

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Learning Module Title: Two-Spirit Peoples and Reconciliation

Grade(s)/Teaching Division(s): Grades 7/8, Middle Years

Subject(s)/Course(s): History

Time: 60-75 Minutes

Learning Module Topic & Description

The goal of this lesson is to introduce students to the history of Two-Spirit peoples in Indigenous societies. *“Two-Spirit, a translation of the Anishinaabeg (Ojibwa) term niizh manidoowag, refers to a person who embodies both a masculine and feminine spirit. Activist Albert McLeod developed the term in 1990 to broadly reference Aboriginal peoples in the lesbian, gay, bisexual, transgender and queer (LGBTQ) community. Two-Spirit is used by some Aboriginal peoples to describe their gender, sexual and spiritual identity.” (The Canadian Encyclopedia, 2017)* This module will invite students to consider what Two-Spirit identity is, and show examples of historic and modern Two-Spirit peoples. Furthermore, this module will encourage students to discuss what obstacles and issues Two-Spirit peoples face, and the causes of these problems.

Key Terms:

Sexual Orientation: Who we are emotionally or physically attracted to. Everyone has a sexual orientation; some examples of identities are bisexual, gay, lesbian, queer, straight, asexual, pansexual etc. Someone’s sexual behaviour does not necessarily tell us about that person’s sexual orientation, or vice versa.

Gender Identity: A person’s internal sense of being male, female, both, or neither. Gender identity refers to a person’s internal experience that cannot be determined by others. A person’s gender identity is different from their sexual orientation.

Essential Question(s)

What has been the experience of Two-Spirit peoples throughout history?

Canada C3 Central Theme(s) Addressed

- Reconciliation
- Diversity and Inclusion

Learning Objective(s)/Goals

- Explore Two-Spirit identity and learn what it means to be Two-Spirit.
- Develop an understanding of Indigenous culture and customs through the perspective of Two-Spirit peoples.
- Learn what challenges Two-Spirit peoples face historically and in modern times, and where these challenges come from.

Essential Concepts/Knowledge/Skills to be Learned/Applied

- Continuity and Change
- Historical Inquiry

Curriculum Connections/Big Ideas

- Understanding the experiences of and challenges facing people in the past helps put our experiences and challenges into context. (*The Ontario Curriculum, History and Geography, Grades 7-8, 2013 (revised)*,* p. 136)
- The struggles of individuals and groups in Canada at various points in history lay the groundwork for some of the rights we have today. (Adapted from *Ibid.*, p. 147)
- Social changes that occurred at various points in history have had a lasting impact on Canada. (Adapted from *Ibid.*, p. 147)

* *The Ontario Curriculum, History and Geography, Grades 7-8, 2013 (revised)*,
<http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg.html>

Teacher Goals

- Lay groundwork for more conversations on issues concerning sexual orientation and gender identity, or build upon prior learning about this topic.
- Talk about the impact of colonialism on Indigenous peoples and its ongoing effects today.
- Build a better understanding of gender roles throughout history for students.

Student Groupings

(e.g., whole class, small groups, pairs, independent work):

- Whole class: introduce topic, go through reading, and watch video.
- Independent work: answer questions

Materials/Resources

(e.g., equipment, PowerPoint/Keynote slides, manipulatives, hand-outs, games, assessment tools):

- LCD Projector
- Speakers (for video)
- Article about Two-Spirit peoples
- Worksheet

Instructional Strategies <i>(e.g., direct instruction, demonstration, simulation, role-playing, guest speaker, etc.):</i>	Considerations <i>(e.g., contingency plans re: technology failure, student absences or groupings, guest speaker cancellations, or safety concerns):</i>
<ul style="list-style-type: none"> - Direct instruction - Guest speaker (optional, but recommended if available; a guest speaker may require another hour of class time) 	<p>This is an important topic and must be discussed in a respectful way. It may be worth preceding this lesson with classes about sexual orientation and gender identity, or consistently mentioning sexual orientation and gender identity in the classroom in order for students to better understand Two-Spirit identities. See EGALE Canada or GLSEN for more resources on sexual orientation and gender identity to gain more background information, or for opportunities to bring in expert guest speakers (these sources and others are listed in <i>Extension Ideas & Additional Resources</i>).</p> <p>Many jurisdictions across Canada offer resource guides for supporting transgender and gender non-conforming students that can be consulted for more information concerning gender identity.</p> <p>This lesson will need to be scaffolded with previous lessons about residential schools.</p>

Accommodations & Differentiation Strategy <i>(to address different needs & preferences of students)</i>
<p>To accommodate and differentiate for individual needs, teachers may consider:</p> <ul style="list-style-type: none"> - Reading the article out loud to the class and explaining key terms along the way. - Turning on videos' closed captioning. - Allowing students to work in groups when answering the questions.

Assessment for Learning, Checking for Understanding, Success Criteria & Feedback
<p>Assessment for Learning:</p> <ul style="list-style-type: none"> - Inquiring how much the class knows about sexual orientation and gender identity using photo prompts at the beginning of class. <p>Assessment as Learning:</p> <ul style="list-style-type: none"> - Answering questions on the worksheet provides an opportunity for students to build an understanding of the topic. <p>Assessment of Learning:</p> <ul style="list-style-type: none"> - Teachers can choose to feature a question from the worksheet on an upcoming test, or give students an opportunity to do more research on Two-Spirit identity.

Motivational Hook <i>(process for acquiring & focusing students' attention), Time (3-4 minutes)</i>
<ul style="list-style-type: none"> - Play this video about Two-Spirit Identity – https://www.youtube.com/watch?v=iDyagnNmg28 - Introduce students to the topic of Two-Spirit identity

Open (process for introducing/framing module & agenda), Time (5-10 minutes)

Set expectation for the class and what will be talked about, lay out agenda.

Agenda:

- Introduction/Brainstorming and Assessment for Learning
- Reading
- Video
- Worksheet and Assessment as Learning

Introduction/Brainstorming:

Compare student prior knowledge to their understanding of vocabulary surrounding sexual orientation and gender identity (i.e., lesbian, gay, bisexual, transgender, queer, intersex, gender-queer, asexual). This is to gauge how much detail to explain during the reading and to see how much students know already, and fill gaps in knowledge.

Body (main instructional & learning processes to build understanding, skills, attitudes), Time (30 minutes)

Read *Two-Spirit People of the First Nations* (2008) as a whole class, in pairs/small groups, or individually, whatever you deem to be appropriate based on student ability and from your earlier Assessment for Learning. Clarify any language in the reading that may be confusing as needed. The reading can be found here: <http://www.rainbowresourcecentre.org/wp-content/uploads/2011/09/TwoSpirit.pdf>.

After the reading, watch the *Residential schools' impact on Two-Spirit People* (2014) video as a class (stop at 4:20). The video can be found here: <http://www.dailyxtra.com/world/news-and-ideas/news/video-two-spirit-residential-school-survivor-shares-story-95480> or <https://www.youtube.com/watch?v=SzT2ed8xRIU>.

Consolidation (processes for application & practice of knowledge, skills, attitudes), Time (15 minutes)

After reading and viewing the video, ask students to use their new knowledge to complete the *Two-Spirit Identity Worksheet* (see Appendix). Provide support as needed.

Closure (processes for recapping, looking ahead), Time (5-10 minutes)

After students complete their worksheets, facilitate a group conversation in which students build upon their prior knowledge of sexual orientation and gender identity and/or colonialism/residential schools. Debrief why it is important to talk about Two-Spirit identity and the history of Two-Spirit peoples. Clarify any misconceptions. By the end of this discussion, the students should be able to describe how this topic relates to modern day themes of inclusion and diversity.

Student Reflection on Learning (i.e., critical thinking questions to extend the learning)

Students will reflect upon their learning in the worksheet (see Appendix).

Extension Ideas & Additional Resources

Sources

The Canadian Encyclopedia: *Two-Spirit*

<http://www.thecanadianencyclopedia.ca/en/article/two-spirit/>

Egale Canada Human Rights Trust: *Two Spirits, One Voice*

<https://egale.ca/portfolio/two-spirits-one-voice/>

Two Spirit: The Story of a Movement Unfolds (Zachary Pullin, *Native Peoples*, May-June, 2014)

<http://www.nativepeoples.com/Native-Peoples/May-June-2014/Two-Spirit-The-Story-of-a-Movement-Unfolds/>

GLSEN Educator Resources

<http://www.glsen.org/educate/resources/guides>

Guidelines for Supporting Transgender and Gender Non-Conforming Youth (Nova Scotia, Department of Education and Early Childhood Development, 2014)

https://studentservices.ednet.ns.ca/sites/default/files/Guidelines%20for%20Supporting%20Transgender%20Students_0.pdf

Teacher Reflection (*e.g., notes for next time*)

- Ensure a strong understanding of sexual orientation and gender identity in order to answer questions or concerns that may come up.
- Seek out opportunities for professional development in relation to sexual orientation and gender identity if you feel unsure about teaching these topics.
- Don't be pressured to address everything outlined in this learning module in a single class; draw it out over two or three classes if needed, and/or bring up and address content in other lessons when applicable.

Two-Spirit Identity Worksheet

Name: _____

Date: _____

What does Two-Spirit mean?



How is Two-Spirit similar and different from other LGBTQ identities?

How did Indigenous communities traditionally view Two-Spirit peoples? (Was it positive or negative? Why?) Compare this view to the views of early European colonizers.

What roles did Two-Spirit peoples have in their traditional Indigenous communities?

What challenges did Two-Spirit peoples face in residential schools? Why?

What issues might Two-Spirit peoples face today? Is it similar to issues they have faced in the past?

How does your new understanding of Two-Spirit identity help you better understand the importance of diversity and inclusion?
