

Podcast Unit : Finding Cleo



Big Idea: The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.

The unit focus on small group discussions. Student will listen to the podcast “Finding Cleo” weekly and have group discussions through carefully constructed notes and topics of focus given by the teacher. The purpose of the unit is to have students work collaboratively to develop their discussion skills and work together on a meaningful summative assessment aimed towards bringing awareness of “missing and murdered” indigenous women.

Essential Questions:

- How has the past treatment of Canada’s Indigenous people contributed to the loss of children in present day?
- How can I critically and creatively spread awareness of “missing and murdered” indigenous women through meaningful representation?

Students will KNOW: about Canada's past and current relations with its Indigenous people.

Students will LEARN: about residential schools, the sixties scoops and the treatment of Indigenous cases amongst politicians and police.

Students will DO: will listen to one episode a week of season one of “Miss and Murdered” – Finding Cleo. They will engage in pre and post activities that will help them prepare for weekly group discussions. Further, they will complete a group project at the end.

Podcast: Assessment

Competencies:

- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- Recognize the influence of land/place in First Peoples and other Canadian texts
- Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking
- Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors
- Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking
- Demonstrate appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes
- Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences

Finding Cleo Summative Project Example

In groups of no more than 3, create a “project” to commemorate and spread awareness about Murdered and Missing Indigenous Women and Girls . You have free creative control, but your project must do the following:

- It must be artistic/creative
- It must be thoughtful and insightful
- It cannot be something that is already out in the world. However you may use the “copy cat format”, such as adopting the format of “Humans of New York” on Instagram
- It can be any format you want: physical or digital
- It must be accompanied by artist intent. This is a one page written explanation about your “project” describing what you created; how it represents, but also will spread awareness about Murdered and Missing Indigenous Women and Girls

Here are some real world examples

- Red Dress Project- <http://www.redressproject.org/>
- Red Feather Project- https://www.dsb1.ca/school/tdss/Pages/newsitem.aspx?ItemID=62&ListID=4cde25f1-a389-4402-86df-fc6991e2a3cc&TemplateID=Announcement_Item#/=
- Shades of Four Sisters- <https://www.shadesofoursisters.com/#/about>



For this project, I created a small video called "Braids For Justice" to spread awareness about the Missing and Murdered Indigenous Women and Girls. In this video, it begins with showing a tall totem pole which is made by a B.C. Kwakiutl artist, Charles Joseph, who was one of the many Indigenous and Metis children who attended a Residential School in their past. But unlike others, Charles turned to cultural healing and poured all his pain and suffering into making a totem pole that told specific stories about his community. He incorporated Kwakwaka'wakw symbols that tell the stories about his community which I put into my video. For example, he carved a whale which represented the children from the Sixties Scoop, he carved an arctic fox which represented the children who attended the residential school in the North, a spiritual bear to represent the children who have died in the residential schools, and he also carved a mythological bird called, Kolus, which is from his Kwakwaka'wakw culture; like a thunderbird, it represents protection, strength, and power. All these symbols tell us about the traumatic stories related to the Indigenous communities and I put them in my video because I believe it connects with the MMIWG awareness. This totem pole describes the traumatic events the Indigenous men and women have gone through. The generational trauma that all the children have experienced in their past, especially the Indigenous men, from these oppression systems think that they should do the same thing in their life as well. They will mistreat the women in their life because that is what they saw in their childhood. Not just the Indigenous men, but all men perceive the Indigenous women as weaklings. They will pick on women, especially the Indigenous women and girls because they are easy targets and considered to be weak. The police and the government don't care about what happens to these women and girls because they are trying to "fix the Indian problem". The women in the Indigenous communities who have gone missing and murdered because of how they have been represented as weak by the Canadian government for years. So, these animals in my video are specifically representing the whole Indigenous community that have gone through generational trauma to bring peace to the victims on the Missing and Murdered Indigenous Women and Girls. But in my video, I showed these animals holding something that is very sacred to the Indigenous community; a braid of sweetgrass. Sweetgrass is an important plant used in the Indigenous ceremonies. It symbolizes peace, healing, and spirituality, and braids of sweetgrass is often left as an offering on sacred and grave sites. All these animals: the arctic fox, the spiritual bear, the whale, and the Kolus, are holding these braids of sweetgrass to call for action so we could finally bring peace and justice to the victims of MMIWG. This "genocide" that is happening in Canada needs to be stopped; the cases of missing and murdered Indigenous female victims need to be solved and the criminals need to be put behind bars. These animals bringing braids of sweetgrass, the sacred symbol of healing and peace, to the victims to show that they will get the justice they deserve so their souls could be at peace. But instead of the victims, they are gathering them around trees that are open to the public. The braids of sweetgrass are tied together with a red ribbon which makes them stand out to people and make them wonder what this pile of plants is symbolizing. It would make them wonder the purpose of this movement and understand that it is about bringing awareness to the 1000+ Missing and Murdered Indigenous Women and Girls in Canada.

Formative Assessment:

- Half of the group discussions

Summative Assessment:

- Half of the group discussions
- Calmative Project