

Nipawistamasowin: We Will Stand Up

Film Synopsis: The story of the killing of Colton Boushie and his family's pursuit of justice.

Age: 14-18

Link to Film: <https://www.nfb.ca/film/nipawistamasowin-we-will-stand-up/>

NĪPAWISTAMÂSOWIN: WE WILL STAND UP UNIT OUTLINE

Lesson 01

Colonization and the Canadian Government

Outcome: PA 9.3 Indicator: C

Students will begin by learning about colonialism in Canada and the making of the treaties.

Lesson 02

Intergenerational and Reconciliation

Outcome: IN 9.4 Indicator: D

Students will learn the effects of intergenerational trauma and the road to reconciliation and healing.

Lesson 03

We Will Stand Up

Outcome: TPP94

Students will learn Indigenous peoples are not just their past traumas, but also their resilience and strength. Students will discuss privilege with an emphasis on white privilege and acknowledging the privilege.

Remember to always preview
the film, prior to screening!

Lesson Plan: We Will Stand Up

Grade: 8-12

Subject: Social Studies

Topic:

Contemporary Indigenous Issues

Curricular Connections:

TPP94: Examine the effectiveness of treaty making in addressing the circumstances of Indigenous Issues

Materials Needed:

- We Will Stand Up
- Journal
- Pencil
- Activities Provided

Essential Questions:

How do Canadian systems of power show internalized racism?

What steps can students take towards decolonization?

Structure:

- **Set:** As a group, the class will develop a spider diagram of all the knowledge they have on the Colton Boushie case.
- **During:** Students will answer the guided notes provided.
- **After:** The class will add to the original spider diagram, with new information provided from the film.

Understandings:

The original treaty obligations include Indigenous peoples would be protected, and today everyone must work together towards reconciliation and an equitable society to make the obligation true. Speaking true stories and listening is a step towards fighting against the past colonial worldview.

We Will Stand Up: Film Questions

1. Were the social media comments presented in the film examples of individual or structural racism?
2. List some examples of racism presented in the film:
3. Fearing racism would influence the trial, what did they do to get a fair trial? Were they successful in this attempt?
4. Who was/ was not a member of the jury for the Boushie V Stanley case?
5. Why was Boushies' family okay with a manslaughter verdict instead of a first-degree murder charge?
6. Why was Colton described as a "terror", "dangerous" and "drunk, while Stanley was described as "hardworking", by Stanley's legal team? Is this individual or structural racism? Both?
7. What is the difference between the two farmers who spoke at the town hall meeting? Was there difference in how the two men were perceived by the crowd?
8. How is Canada's history of colonization and mistreatment of Indigenous peoples presented in this film? Examples.

Understanding Structural and Individual Racism Activity

Structural Racism: policies and practices that exist in a society that results in unfair advantage for some people and increases challenges for others, based on their race.

Individual Racism: an individual’s racist assumptions. It is connected to/ learned from broader social processes and history.

Instructions: Using the terms above, label the below scenarios as either structural or individual racism.

Scenario:	Type of Racism:
Schools with majority students who identify as people of colour gets significantly less financial support than a school with majority Caucasian students and faculty.	
Someone crosses the street to avoid walking past a person of colour.	
Someone naturally assumes a person of colour is “shifty”.	
A person of colour must have more references to rent a home, than a Caucasian person.	
Someone has a picture in their head of what each race group looks like.	

Word Activity:

Instructions: Using a word from the film *We Will Stand Up*, create a spider diagram with that word in the center, with personal connections spidering out. These connections can be quotes that stood out to you from the film, words that also important to you, historical or contemporary events, drawings, etc.

Example Words:

- | | | | | |
|--------|-----------|----------------|-------|----------------|
| Racism | Privilege | Grief | Hope | Justice |
| Honor | Unity | Strong | Peace | Discrimination |
| Heal | Heal | Reconciliation | | |

Assessment Rubric

Excellent	Proficient	Developing	Beginning
Organization enhances and showcases the main idea. The writer’s voice is compelling and engaging. Layout is sophisticated with strong, varied structure that invites expressive reading.	Organization is smooth with only a few issues. The writer’s voice attempts to address the topic and purpose in an engaging way but is inconsistent in layout.	Some layout exists but the flow of ideas is difficult to follow. The writer’s voice is difficult to identify although an attempt is present.	Organization cannot be identified and lacks a sense of direction. The writer's voice seems indifferent, uninvolved, or distanced from the topic or purpose.

Yorkton Film Festival Film Lessons

(All information is required)

Email this form to Taynika at coordinator@yorktonfilm.com

Name	
School	
Email Address	
Mailing Address	
Lesson Used	
Number of Viewers	
Comments	

