

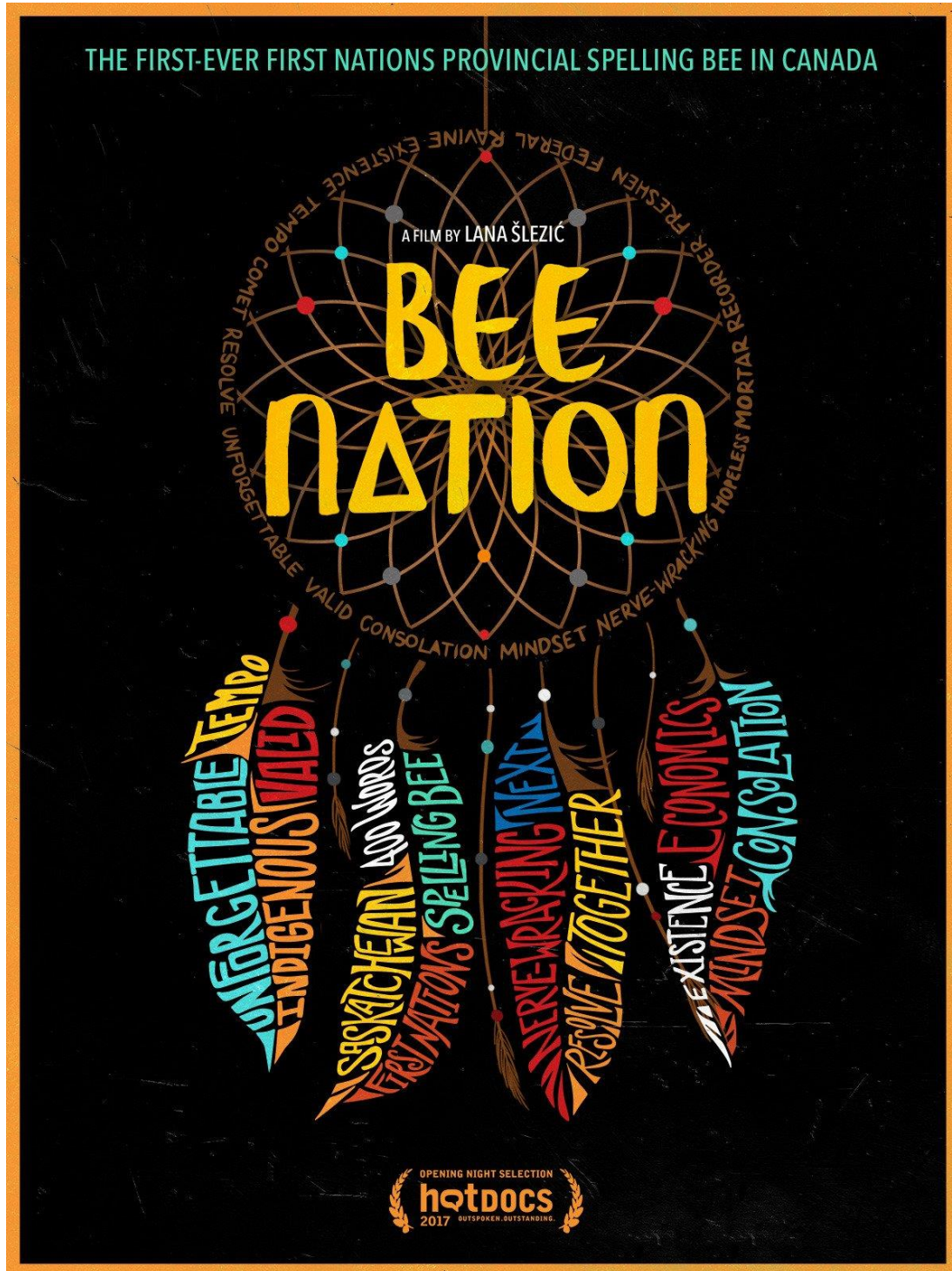


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Education Screenings

BEE NATION

Viewers Guide & Education Curriculum



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A Letter from our Bee Nation Curriculum Writer

Dear Teachers,

A heartfelt thank you for engaging your students with Milwaukee Film's Education programs. Your efforts to facilitate students' connections to film helps them develop their critical media literacy skills, deepens their awareness, expands their worldviews, and cultivates empathy, understanding, and allyship.

Bee Nation, a documentary directed by Lana Šlezic, shares the stories of First Nations families whose children are preparing to participate in regional and national spelling bees in Canada. Viewers may find themselves rooting these dedicated kids on toward success in their competitions, but behind the heartfelt moments and story arcs lie difficult truths about inequities and disparities pertaining to education, culture, language, resources, and sustainability for First Nations people. The spelling bee storyline is deceptive as the film's focus, as it functions as the vessel that carries the film's most profound implications of generational trauma and historical impact on marginalized peoples.

In reviewing and researching both the film and First Nations of Canada, I was struck by the deeply intimate portrayals of the subjects, as individuals, family units, and members of an Indigenous/Aboriginal nation. Living on government sanctioned reserves in impoverished conditions, one thing became clear: there are ever-present oppositional forces at work challenging First Nations people. Definitions and opinions of identity, assimilation, and success vary among the subjects, making preservation of culture/language and thriving in the dominant culture, a precarious, imperfect balancing act. Reserve schools, which experience a massive funding gap in comparison to Canadian schools, have made the difficult choice to focus on academics, with no time to teach the Cree language. The irony is that First Nations children who participate in an English language spelling bee depict educational success while the loss of native language languishes in the subtext.

The activities you will find in this packet allow students to explore the topic of the film itself, but also the history, culture, and experiences of First Nations people. These activities were created for a wide grade range (grades 4-8) and are easily adaptable as you see fit for your students. There are plenty of opportunities for discussion, extension, creativity, critical thinking and analysis, and connections to current events and American history.

It is my hope that your students' engagement with *Bee Nation* serves as a springboard for significant thinking and questioning how policies and power impact people for generations.

With Appreciation,

Aliza Werner
Curriculum Writer, Milwaukee Film



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***Bee Nation* Curriculum At-a-Glance**
Grades 4-8

Pre-Screening Activities 1 and 2: *Bee Nation*

These activities are intended to be done prior to viewing the Education Screening of *Bee Nation*. These pre-screening activities introduce the concept of the film to students via the film's official trailer. Engaging students in a discussion of the film before seeing the entire feature allows students to gain familiarity with the film, understand the concept of the film, recognize story elements such as character and problem, make predictions, and raise their engagement level as active thinkers while viewing *Bee Nation*.

English Language Arts

Common Core Standards – RI.4.1,2,3,4,6,7; RI.5.1,2,3,4,6,7; RI.6.1,2,3,4,6,7; RI.7.1,2,3,4,6,7; R8.4.1,2,3,4,6,7; W.4.9; W.5.9; W.6.9; W.7.9; W.8.9; SL.4.1-6; SL.5.1-6; SL.6.1-6; SL.7.1-6; SL.8.1-6

Writing a Movie Review: Two Thumbs Up?

This activity involves composition of a film review for *Bee Nation*. By viewing a film, reading various film reviews, and writing their own, students will deeply engage their media literacy and higher order thinking skills.

English Language Arts

Common Core Standards – RI.4.1,2,3,4,5,7,8; RI.5.1,2,3,4,5,7,8; RI.6.1,2,3,4,5,7,8; RI.7.1,2,3,4,5,7,8; RI.8.1,2,3,4,5,7,8; W.4.1,4,5,6,7,8,9; W.5.1,4,5,6,7,8,9; W.6.1,4,5,6,7,8,9; W.7.1,4,5,6,7,8,9; W.8.1,4,5,6,7,8,9; SL.4.1-6; SL.5.1-6; SL.6.1-6; SL.7.1-6; SL.8.1-6

Film Reflection: The Head, The Heart, and The Gut

Students will reflect on a part of the film that appealed to their “head, heart, and/or gut.” What questions do they still have? What emotions did they experience watching the film? This activity provides the opportunity to express their responses to the film.

English Language Arts

Common Core Standards – RI.4.1,2,3,4,7; RI.5.1,2,3,4,7; RI.6.1,2,3,4,7; RI.7.1,2,3,4,7; RI.8.1,2,3,4,7; W.4.1,4,5,8; W.5.1,4,5,8; W.6.1,4,5,8; W.7.1,4,5,8; W.8.1,4,5,8; SL.4.1-6; SL.5.1-6; SL.6.1-6; SL.7.1-6; SL.8.1-6, MA:Cr1.1.4, MA:Cr1.1.5, MA:Cr1.1.6, MA:Cr1.1.7, MA:Cr1.1.8, MA:Pr4.1.4, MA:Pr4.1.5, MA:Pr4.1.6, MA:Pr4.1.7, MA:Pr4.1.8, MA:Pr5.1.4, MA:Pr5.1.5, MA:Pr5.1.6, MA:Pr5.1.7, MA:Pr5.1.8, MA:Re7.1.4, MA:Re7.1.5, MA:Re7.1.6, MA:Re7.1.7, MA:Re7.1.8, MA:Re8.1.4, MA:Re8.1.5, MA:Re8.1.6, MA:Re8.1.7, MA:Re8.1.8

Director and Subject Interviews: The Buzz Behind *Bee Nation*

Students will have the opportunity to go “behind the scenes” to hear what the director and a subject say about the filmmaking and impact of *Bee Nation*. The interview may be watched before the film screening and/or afterward. This activity helps students think about cultures both historically and in modern contexts, representation of First Nations people in home and educational settings, and how storytelling prompts wider discussions about First Nations/Indigenous peoples.

English Language Arts

Common Core Standards – RI.4.1,2,3,4,7; RI.5.1,2,3,4,7; RI.6.1,2,3,4,7; RI.7.1,2,3,4,7; RI.8.1,2,3,4,7; SL.4.1-6; SL.5.1-6; SL.6.1-6; SL.7.1-6; SL.8.1-6

Hard History of First Nations Oppression: Colonialism, Residential Schools, & Cultural Loss

Students will learn about the history of Canada's First Nations with three separate focuses: the impacts of colonialism, residential schools, and cultural/language loss over time. The details are Canadian, but the ideas are easily generalized to our own country. Drawing on several educational



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materials and resources, including videos, testimonials, articles, and more, students will examine the chain of events that has led to a population legislated and treated as second-class citizens.

English Language Arts/Social Studies

Common Core Standards – RI.4.1-9; RI.5.1-9; RI.6.1-9; RI.7.1-9; RI.8.1-9; W.4.2,4,6,7,8,9; W.5.2,4,6,7,8,9; W.6.2,4,6,7,8,9; W.7.2,4,6,7,8,9; W.8.2,4,6,7,8,9; SL.4.1-6; SL.5.1-6; SL.6.1-6; SL.7.1-6; SL.8.1-6

Bee Nation Curriculum Resources

Aliza Werner's list of websites, articles, books, and other resources used to create this curriculum.



Teachers! *We'd love to see evidence of how students have used this curriculum! Please send pictures, scans, or email anecdotes to Milwaukee Film's Education Team at [education \[at\] mkefilm \[dot\] org](mailto:education@mkefilm.org)!*



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Pre-Screening Activity 1: *Bee Nation*

Teacher Resources

- Film Website: <http://lanaslezcic.com/bee-nation/>
- Film IMDB site: www.imdb.com/title/tt6773742 (or search Bee Nation 2017)
- Official Film Trailer: <https://youtu.be/1CaeZpxGZW8> (Channel: HotDocsFest)

Teacher Note

This activity is intended to be done prior to attending the Education Screening of *Bee Nation*. This pre-film activity introduces the concept of the film to students via the film's official website and trailer. Engaging students in a discussion of the film before seeing the entire feature allows students to gain familiarity with the film, understand the topic of the film, recognize story elements such as character and problem, make predictions, and raise their engagement level as active thinkers while viewing the film.

Directions

1. Lead a discussion to get your students ready to make the most of your (potentially virtual) visit to your Milwaukee Film Education Screening by actively thinking about storytelling on film, specifically using the feature film you'll be seeing, *Bee Nation*. Gather students together, and guide the discussion:
 - a. Explain to students that they will be attending a Milwaukee Film Education Screening, a field trip to the movies! Activate background knowledge and connections regarding the festival, film festivals in general, seeing a movie in a theater, or watching movies.
 - b. Share that this is a unique opportunity to see a film that normally is not screened at big movie theaters. The film they'll be seeing is from Canada. Locate Canada on a map and allow students to share background knowledge.
 - c. "The name of the film you will be seeing is *Bee Nation*. Starting with the title of the film, what do you think this film will be about?" Briefly discuss.
 - d. Share the filmmaker's website; read some information about the film and look at photos from the film/filming process. Share the film's synopsis (below); read it aloud, and/or project, print, or write it out so everyone can see it: Explain that a *synopsis* is a brief summary of a film's storyline. Read aloud the synopsis and give students time to turn and talk about their thoughts:

"Bee Nation is a Canadian documentary produced and directed by Lana Šlezić. The film follows the inspirational stories of six students in the first-ever First Nations Provincial Spelling Bee in Canada. Through the eyes of students, parents and educators, we learn of the challenges and opportunities awaiting the First Nations students in Saskatchewan as they strive to make it to the National Championships in Toronto; the highs, the lows, and everything in between..."

- e. Define documentary: A non-fiction film about factual people, places, and events.
 - What do you know about documentary films?
 - Discuss: Documentaries depict real people and their stories, however, filmmakers have biases/beliefs that shape the message of the film

(consciously and unconsciously) and persuasively nudge viewers toward particular opinions*

- f. Extend this discussion by sharing other “About” sub-pages (Director, Kids, Festivals, Press). This is a good time to do some “think-alouds” about the images and information on the website. Allow students to do the same and ask questions.
2. Sharing the Film Trailer
 - a. “Now that we know a few details about the film, we are going to find out even more to get us ready to see the film. A film trailer is like a short commercial that helps us preview a film. Its purpose is to give us some important information and to tempt us to want to see the film.” Ask students if they’ve seen trailers before. They will have most commonly seen them on television for upcoming feature films or as previews before other films they have seen in the theater.
 - b. “A trailer often shares the big problem, obstacle, or challenges characters face in a film’s storyline, and we’ll only know how it resolves if we see the film. It also gets our minds making predictions about the whole film.”
 - c. Set your purpose for viewing the trailer: “Let’s watch the trailer together and see if we can identify the big obstacles or challenges that drives the film’s storyline.” Watch the trailer once through (see link at the top of this activity).
 - d. Have students turn and talk to each other, then share out some ideas together. (Challenges: First Nations preservation of culture and language, success in dominant/colonizing culture, historical generational trauma)
 3. Making Predictions
 - a. Set students up in partners, small groups, or individually to make predictions about the film. They will be responsible for discussing their predictions based on the trailer and synopsis. Using what they have already learned and discussed, students may write or sketch their predictions. Before you give students time for this work, play the trailer once again for them, so they can continue to familiarize themselves with the story.
 - b. Come back together as a group to discuss students’ predictions and hold onto that work until after you have seen the film. Revisit them to see how much the film trailer and synopsis helped them make predictions.

***Extension:**

After students have seen the film, return to the discussion point about documentary films (e.) to critically reflect on the ways this non-fiction genre of film is created to elicit responses and reactions in viewers. Some prompts:

- What message do you think the filmmaker wants the audience to receive?
- Did the filmmaker attempt to persuade the audience?
- What parts of the film elicited strong emotions (excitement, disappointment, etc.)?
- Why did the filmmaker make this film?

With any parts of this discussion with students, asking them to back up their observations and opinions with evidence from the film will strengthen their points or arguments.

Pre-Screening Activity 2: *Bee Nation*

Teacher Resources

- Film Website: <http://lanaslezic.com/bee-nation/>
- Film IMDB site: www.imdb.com/title/tt6773742 (or search *Bee Nation* 2017)
- Official Film Trailer: <https://youtu.be/1CaeZpxGZW8> (Channel: HotDocsFest)

Teacher Note

This activity is intended to be done prior to attending the Education Screening of *Bee Nation*. This pre-screening activity introduces the concept of the film to students via the film's official trailer. Engaging students in a discussion of the film before seeing the entire feature allows students to gain familiarity with the film, understand the topic of the film, recognize story elements such as character and problem, make predictions, and raise their engagement level as active thinkers while viewing the film.

Directions

1. Lead a discussion to get your students ready to make the most of your visit to your Milwaukee Film Education Screening by actively thinking about storytelling on film, specifically using the feature film you'll be seeing, *Bee Nation*. Guide the discussion:
 - a. Explain to students that they will be attending a Milwaukee Film Education Screening (a field trip to the movies). Activate background knowledge and connections regarding the festival, film festivals in general, seeing a movie in a theater, or watching movies.
 - b. Share the name of the film (*Bee Nation*), which will provide the first clues about the film itself.
 - c. Share the filmmaker's website; read some information about the film and look at photos from the film/filming process. and project (or give access to) it so all students can see it. Share the synopsis (below), which is a brief summary of a film's storyline. Read aloud or give students time to read the synopsis, and give students time to turn and talk about their thoughts:

"Bee Nation is a Canadian documentary produced and directed by Lana Šlezić. The film follows the inspirational stories of six students in the first-ever First Nations Provincial Spelling Bee in Canada. Through the eyes of students, parents and educators, we learn of the challenges and opportunities awaiting the First Nations students in Saskatchewan as they strive to make it to the National Championships in Toronto; the highs, the lows, and everything in between..."

2. Sharing the Film Trailer
 - a. Ensure understanding of what a film trailer is (a "commercial" that grabs our interest, shares the big problems/obstacles/challenges characters face in a film's storyline, and we'll only know how it resolves if we see the film. It also gets our minds making predictions about the whole film.)
 - b. As a class, watch the trailer for *Bee Nation*.
 - c. Use the questions on the activity sheet to gather predictions from the class about the film based on the trailer.



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3. Come back together as a group to discuss students' predictions and hold onto that work until after you have seen the film. Revisit them to see how much the film trailer and synopsis helped them make predictions.



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NAME: _____

Pre-Screening Activity: *Bee Nation*

After watching [the trailer](#) for the film *Bee Nation*, respond thoughtfully to the questions below.

1. What are your impressions of the film after seeing the trailer?

2. What do you know about the film based on the trailer? Be specific.

3. What do you predict the film will be about, beyond what you observed in the trailer?



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4. How did you make these predictions?

5. Do you have any background knowledge or connections to content you viewed in the trailer?

6. What are you wondering about after viewing the trailer? What questions do you have?

Writing a Movie Review: Two Thumbs Up?

Teacher Resources

-Activity Sheet: "Writing a Movie Review: Two Thumbs Up?"

Teacher Note

This activity is designed to be completed after the Education Screening so students can construct an informed analysis and critique of the film. This activity involves composition of a film review for *Bee Nation*. By viewing a film, reading various film reviews, and writing their own, students will deeply engage their media literacy and higher order thinking skills.

Directions

Part One:

1. Prompt students to familiarize themselves with various film reviews. This may be done with partners or small groups. Direct students to the following online resources or print out examples ahead of time:
 - https://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-featured-files/sample_movie_reviews.pdf
 - www.rottentomatoes.com
 - www.dogomovies.com (Movie reviews by kids for kids)
2. Encourage students to provide their analysis of how the reviews are organized and what components are present in the review. *Students should notice that the reviews provide the setting of the film, the characters and how they develop in the film, the storyline/conflict of the film, and the reviewer's opinion of the film.*
3. Discuss where students find reviews in their everyday lives and the different audiences/purposes reviews are aimed for. This will start students thinking about the tone and focus of their own review.

Part Two: Prompt students to record information about *Bee Nation* to begin development of their own movie review. Answer the questions provided on the accompanying Activity Sheet. This may be done with a partner or small group to strengthen quality of responses, though opinions and ideas may differ.

Part Three: Have students write their own movie review of *Bee Nation*. A simple organizational structure for the student film reviews would be:

- a brief summary of the film
- an analysis of a specific moment or character in the film
- their opinion of the film

NOTE: This activity is adapted from a lesson plan developed by Scholastic. The full lesson plan can be found at:

www.scholastic.com/teachers/lesson-plan/writing-movie-reviews-lights-camera-publish

NAME: _____

Writing a Movie Review: Two Thumbs Up?

Part One: *Read and consider the sample movie reviews and record your observations about the reviews in the space provided.*

1. What do you notice about the type of information included in the movie review?

2. What do you notice about how the movie reviews are organized?

3. What do you notice about the personal opinions provided by the reviewer?

4. Which elements of movie reviews are most important to include? Why?

Continue to Part Two 

Part Two: *Complete the information for Bee Nation to begin organizing your thoughts for your own movie review.*

Who created the film? When was it made?

What are the settings of the film?

Who are some of the characters in the film? Do those characters change or stay the same? Explain.

Summarize the film's storyline by listing the important events:

Name a key moment (content) or feature (style or technique) in *Bee Nation* and what it made you think and feel:

What is your opinion of the film?

Who would you recommend this film to and why?

Part Three: *Organize your responses from Part Two into a movie review of Bee Nation. Use additional lined paper. A simple organizational structure would be:*

1. One paragraph summarizing the film including the setting, characters, and basic storyline.
2. One paragraph analyzing a specific aspect of the film (ex: characters, conflicts, issues).
3. One paragraph explaining your opinion of the film and to whom you recommend it.

Film Reflection: The Head, The Heart, and The Gut

Teacher Resources

-Activity Sheet: "Film Reflection: The Head, The Heart, and The Gut" (Two versions are included—please choose the template that best suits your students' needs.)

Teacher Note

We encourage students to think about the film, *Bee Nation*, and how they received it. Namely, which part of the film appealed to their "head, heart, and/or gut"? What questions do they still have? What emotions did they experience watching the film? Students are likely to share their opinions about their "favorite" parts, but also their other thinking, and this activity provides the opportunity to express their responses to a part of the film or the overall film.

Directions

1. Gather as a whole group to discuss the film. Run a discussion as best fits the needs of your classroom. Here are some discussion ideas to get you started:
 - Discuss personal reactions to the film (what they liked, didn't like, emotions)
 - Discuss documentary structure (interviews, establishing shots, characters)
 - Discuss what they believe the filmmaker wants us to know or learn
 - Divide students into partners or small groups to discuss the film, practice listening and responding to each other.
 - Students ask questions or voice what they are still wondering about, have other students respond with their ideas.
 - Discuss by reactions: "What made you feel _____? Was it surprising? Upsetting? Confusing? Thought provoking?"
2. Ask students to think about the film and pick one part, or the overall whole film, with which they connected. This may be their favorite part, a part that appealed to them for any reason, or engaged them in an emotion or experience that was memorable. One way to explain:
 - Head = Something they learned
 - Heart = A part they loved or a part that was meaningful for them
 - Gut = A part that stuck with them that elicits a response
3. Using the included activity sheet ("Film Reflection: The Head, The Heart, and The Gut"), ask students to identify a facet of the film on which they can reflect. Encourage students to support their opinion by writing about specific elements and aspects of the film to support their reflections:
 - Characters (Interviews, actual footage)
 - Setting
 - Obstacles/Challenges
 - Events
 - Tone (Mood or atmosphere of scenes or film as a whole)
 - Beginning/Ending
4. Students should write on topic, appropriate for grade level writing expectations. If needed, students may continue on an additional piece of paper and attach it to the activity sheet. When finished, come back together as a group to share thoughts, questions, and reflections.



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Film Reflection: The Head, The Heart, and The Gut

Illustration

A large rectangular box containing a section for an illustration and a section for writing. The top half is blank, and the bottom half contains seven horizontal lines for text.



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NAME: _____

Film Reflection: The Head, The Heart, and The Gut

Lined area for writing reflections, consisting of 20 horizontal lines within a rectangular border.



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Director and Subject Interview: The Buzz Behind *Bee Nation*

Teacher Resources

-Activity Sheet: “Director and Subject Interview: The Buzz Behind *Bee Nation*”

-Interview Link (or easily search on YouTube):

- Your Morning (Inspiring Stories From The First-Ever First Nations Provincial Spelling Bee): <https://youtu.be/wANKxxujf7A>

Teacher Note

Students will have the opportunity to go “behind the scenes” to hear what Director Lana Šlezić and one of the subjects William Kaysaywaysemat III have to say in an interview about the filmmaking and impact of *Bee Nation*. It may also be watched before your visit to the Education Screening. It will be appreciated after the film as part of this activity. This activity helps students think about cultures both historically and in modern contexts, representation of First Nations people in home and educational settings, and how storytelling prompts wider discussions in regard to First Nations/Indigenous peoples.

Directions

1. Gather as a whole group to discuss the film. Run a discussion as best fits the needs of your classroom. Here are some discussion ideas to get you started:
 - Discuss personal reactions to the film (what they liked, didn't like, questions)
 - Discuss the filmmaking techniques students observed.
 - Divide students into partners or small groups to discuss the film.
 - Students ask questions or voice what they are still wondering about, have other students respond with their ideas.
 - Discuss by reactions: “What was confusing? Shocking? Interesting? Etc.”
2. Together as a class, watch the interview (video) named in the resources above. The interview is of the director Lana Šlezić and one of the subjects William Kaysaywaysemat III on a Canadian morning television show. The interview addresses questions about the importance of telling this story, the impact the Spelling Bee has had on First Nations families, and how First Nations people push for a fair education while trying to maintain their culture and language. As students watch, they should take notes on the accompanying Activity Sheet. At the end of the video, give students time to look back and add more to their notes.
3. When finished watching the interviews and note-taking, split into small groups or partners to discuss some of the topics. Come back together as a whole group to share thoughts, questions, and reflections.

NAME: _____

Director and Subject Interview: The Buzz Behind *Bee Nation*

While watching the [interview](#) with the director and subject of the film *Bee Nation*, take notes on the questions below. When you have finished watching the interview, go back and expand on your notes.

1. Why is William's story (and the other First Nations subjects) an important one to tell?
2. What impact did the Spelling Bee experience have on the subjects and their families?
3. Why is it a challenge for First Nations students to maintain their culture and language? Use specific examples from the interview and the film.



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4. Synthesize: Lana Šlezić is a white woman who is not a First Nations member. The First Nations subjects in the film welcomed her into their homes, shared their way of life on the reserves, and trusted her to tell this story. If you were in their position, what would you most want audiences to know about your culture and families through the film? Is Lana the right person to tell this story?

5. What questions would you ask of William (Subject) and Lana (Director) if you were interviewing them? Think of questions that would require a thoughtful response.



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Hard History of First Nations Oppression: Colonialism, Residential Schools, & Cultural Loss

Teacher Resources

- Activity Sheets: "Hard History of First Nations Oppression: Colonialism, Residential Schools, & Cultural Loss"
- Indian Residential Schools and Reconciliation: Teacher's Guide: bit.ly/33NfvSD
- Padlet (Activity Resources): bit.ly/3dtUhNM
- "Bee Nation: More Than Words": bit.ly/2Ukey00
- "Bee Nation – How Do You Spell Colonialism?": bit.ly/2UAyv2p

Teacher Note

Students will be able to learn about the history of Canada's First Nations with three separate focuses: the impacts of colonialism, residential schools, and cultural/language loss over time. The details are Canadian, but the ideas are easily generalized to our own country. Drawing on several resources, including educational materials, videos, testimonials, articles, and more, students will examine the chain of events that has led to a population legislated and treated as second-class citizens. You may choose to do these activities over a few days, as a whole group, in partners, or individuals. Having a partner is recommended for discussions and checking in on comprehension. Preview the Padlet, videos, and links to ensure they fit your group of students. This activity is easily adaptable for your students.

Directions

1. Gather as a whole group to discuss the film. Run a discussion as best fits the needs of your classroom. Here are some discussion ideas to get you started:
 - Discuss personal reactions to the film (what they liked, didn't like, questions)
 - Discuss the filmmaking techniques students observed.
 - Divide students into partners or small groups to discuss the film.
 - Students ask questions or voice what they are still wondering about, have other students respond with their ideas
 - Discuss by reactions: "What was confusing? Shocking? Interesting? Etc."
2. Decide how students will be completing the activities (whole group, partners, release of responsibility) in order to give directions. Students should all have access to the accompanying Activity Sheets. Do the "Background: Colonial Clash" together as a class, establishing the starting point.
 - **COLONIALISM:** In this section, students will read some of the provisions in the Indian Act of 1867, recording their reactions, critiques, and questions.
 - **RESIDENTIAL SCHOOLS:** In this section, students complete the four steps, using the online resources provided (assembled on the Padlet).
 - **LOSS OF CULTURE AND LANGUAGE:** In this section, students read the two paragraphs, then they have discussions in small groups, eventually coming back to the whole group in order to share out ideas and new learning and questions.
 - **ENDING WITH EMPATHY: IMAGINE A WORLD:** In this section, students have the opportunity to conclude with a creative centering activity that allows them to reflect through an empathetic lens on what they have learned and how to project that forward to the future. Students may write, draw, sketch, record, etc. reflections.
3. Extend or shorten any part of the sequences, but they are designed to flow from one to the next. Crucial information and ideas will be shared in each section in order for students to understand the section that follows.

Hard History of First Nations Oppression: Colonialism, Residential Schools, & Cultural Loss

ESSENTIAL QUESTION: How did the colonization of Canada (by the French and the British) have immediate and long-term effects on First Nations that are still felt today?

BACKGROUND: Colonial Clash

First Nations people lived in Canada for thousands of years. About 300 years ago, people from Europe came to Canada. The new settlers believed they were superior to First Nations. They did not understand or respect the traditional ways of the many First Nations cultures or their beliefs. The settlers wanted First Nations to become just like them. One thing the newcomers didn't understand was First Nations' beliefs about ownership of the land. In truth, all the land was part of the territory of one group or another. They respected it and lived on it for many many generations. But it was not owned by individuals. The land belonged to each group or nation collectively. The settlers thought the land wasn't owned, so they built homes where they wanted to. The new settlements were called colonies. They were controlled by the government in England or France. Europeans also set up colonies in many other parts of the world. At first First Nations people welcomed the settlers and helped them survive, but soon they saw that the newcomers did not respect the rights of the First Nations people. When Canada was made a country on its own in 1867, the new government made a law that was only for First Nations people. It is called the Indian Act. It took away all the power people had in their lives. The government was the only authority, and First Nations people were treated like children. This law is still in effect today. The new settlers of Canada supported the government and its laws. One way they tried to control the First Nations people was to send the children away from their homes so their parents and grandparents could not teach them their traditions, culture and language. That is why the Residential Schools were started.

Indian Residential Schools and Reconciliation: Teacher's Guide, First Nations Education Steering Committee and First Nations Schools Association, p. 34

COLONIALISM
NAME: _____

Colonialism is the practice by which a powerful country directly controls less powerful countries and uses their resources to increase its own power and wealth. (*Examples: England's control of the 13 colonies, The Netherlands' control of Indonesia.*)

The Indian Act of 1867	Reactions, Critique, and Questions
<p>The creation of "Indian" reserves that restrict people to small pieces of land and take away rights to their sources of traditional territories.</p>	
<p>The control over identity was taken away. The government determines who has "Indian status" and who doesn't.</p>	
<p>First Nations were not allowed to vote - Sometimes people had to have permission from the Indian Agent to leave the reserve.</p>	
<p>First Nations could not own property.</p>	
<p>First Nations were not allowed to wear ceremonial regalia, participate in cultural ceremonies, or do traditional dances. If caught, they could be charged with a misdemeanor and serve jail time.</p>	
<p>An 1884 amendment mandated that all First Nations children attend Residential Schools, boarding schools where they were forced to speak English, study Christianity, cut their hair, and endure abuse and neglect. This was the Canadian government's way of assimilating them to the colonizers' culture.</p>	

RESIDENTIAL SCHOOLS

“Between 1879 and 1996, the Government of Canada took First Nations, Métis, and Inuit kids away from their families and homes and put them in residential schools. At residential school, kids were not allowed to speak their language or celebrate their culture and were often treated badly by the adults in charge of the schools. Many of the children who went to residential schools became sick and died because the schools were poorly built and didn’t get enough money from the Government of Canada to keep the kids healthy. The kids who survived residential school returned home with a great sadness and hurt that has been passed on to current generations.”

-First Nations Child and Family Caring Society of Canada: Truth and Reconciliation Calls to Action

PADLET FOR ALL RESOURCES

bit.ly/3dtUhNM



1) Watch the CBC and Operation Maple videos on Canada’s Residential Schools for First Nations:

- “Namwayut: We Are All One. Truth and Reconciliation in Canada”: bit.ly/2jiMDb6
- “Truth & Reconciliation: Stories From Residential School Survivors”: bit.ly/2v3PKBr
- “Truth and Reconciliation Commission Final Report” bit.ly/3alqB3p

2) Read the “Residential School Survivors Stories: TEXT” (Robert, Barbara, Bev, Eileen):

- Use link to the Padlet: bit.ly/3dtUhNM or scan the QR code

3) Extension: Watch “Residential School Survivors Stories: VIDEO”

- Watch some or all if you have time or if your teacher instructs you to do so



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Education Screenings

4) Using all you have learned about Residential Schools in Canada for First Nations children, fill in the table on the next page. Be ready to discuss with others.

<p>Recall: What harmful things occurred at residential schools?</p>	
<p>Infer: How do you think this harm affected these students throughout their lives?</p>	
<p>Evaluate: Drawing on what you have learned about residential schools and all you know about how schools should operate, compare residential school survivors' experience to your own school experience. What similarities and differences are there?</p>	



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Education Screenings are presented by Herzfeld Foundation and Brewers Community Foundation, with additional support from Greater Milwaukee Foundation, Kelben Foundation, and Gene & Ruth Posner Foundation.

LOSS OF CULTURE AND LANGUAGE

“Evan Taypotat, Principal of Chief Kahkewistahaw Community School, explains that there is a funding gap of approximately [\$]4,200 per child in federally funded First Nations schools as compared to provincially funded schools. This puts schools at a disadvantage in terms of teaching their culturally specific language, like Cree which is not taught to this generation of children like prior generations. While Bee Nation doesn’t really attempt to shed light on historical disadvantages facing First Nations communities, it is pretty clear that the first-ever spelling bee is at once a sign of progress but also, with its emphasis on English, a stark reminder of cultural loss.”

Bee Nation: More Than Words (May 3, 2017)

<https://byblacks.com/entertainment/film-tv/item/1620-bee-nation-more-than-words>

“That these kids are competing feverishly against one another to spell on cue words like “economics” and “federalism” is no fault of theirs nor their parents and community leaders. If anything, the film unintentionally reveals the dire state of cultural isolationism and neo-colonial exclusionary systems that would lead Cree children and their communities to focus intellectual effort on mastering select words of the language that has been used to articulate racist assimilation policies in this country for over a century.”

Review: Bee Nation – How Do You Spell Colonialism? (May 1, 2017)

<http://povmagazine.com/articles/view/review-bee-nation>

SMALL GROUP DISCUSSION

1. Think about the language(s) that you speak. Why is it/are they important to you?
2. What is unique about the language you speak?
3. Would you like to learn another language? Why or why not?
4. Imagine that you moved to another country where the language was different from your own. What English words might you use that no one understands in that country?
5. What parts of your culture are reflected in the language(s) you speak?
6. Would it be good if everyone on the earth spoke the same language? Why or why not?
7. What is lost for individuals and a culture when a language is no longer spoken? Why is it important to retain and reclaim Aboriginal languages?



Education Screenings

ENDING WITH EMPATHY: IMAGINE A WORLD

Now that you have learned some hard history and its ongoing impact on First Nations people, it is important to consider its effect on you. When we learn about other cultures and communities, we not only grow our knowledge, but our capacity to empathize with and relate to others. Take this time to reflect on the film, the activities, and your own observations:

Imagine a world where everyone's individual cultures and communities are respected, cared for, and cherished. What does that world look like? How is it different from the world we live in now? Describe and/or draw that world.



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Bee Nation Curriculum Resources

Websites

Bee Nation Trailer: (Hot Docs 2017) bit.ly/2Vthg3l

Director's Website: lanaslezic.com

Facing History and Ourselves—Stolen Lives: bit.ly/2VaQaiF

First Nations Child & Family Caring Society: bit.ly/2VryTRm

Articles, Reviews, and Documents

With Newsela subscription (free!):

- “Native filmmakers are telling their stories on screens across the country”: bit.ly/2XMZdIv
- “We are still here”: Native Americans fight to be counted in U.S. census”: bit.ly/3a8fj1Q
- “Canada's forced schooling for aborigines called "cultural genocide"”: bit.ly/2Vuxd9x

“Bee Nation’—How do you spell colonialism?”: bit.ly/2UAvv2p

“Making ‘Bee Nation’—Lana Šlezić’s humane touch”: bit.ly/2wF1R7T

“Bee Nation: More Than Words”: bit.ly/2VzOUoq

Project of Heart—Illuminating The Hidden History of Indian Residential Schools in BC:
bit.ly/34zcNR1

Spirit Bear’s Guide to The Truth and Reconciliation Commission of Canada Calls to Action:
bit.ly/34G45jN

Why fixing First Nations education remains so far out of reach: bit.ly/2VynPlc

Indigenous Languages Are In Danger Of Becoming Extinct—Here's How You Can Help Save Them:
bit.ly/34DxjzV

Books

Dr. Debbie Reese (Nambé Pueblo): bit.ly/2xlTM8B

I Am Not A Number by Jenny Kay Dupuis

When I Was Eight by Christy Jordan-Fenton and Margaret Pokiak-Fenton

Shi-shi-etko and Shin-chi's Canoe by Nicola Campbell

As Long As The Rivers Flow by Larry Oskiniko Loyie

When We Were Alone by David A. Robertson and Julie Flett

Speaking Our Truth: A Journey of Reconciliation by Monique Gray Smith

Fatty Legs: A True Story by Christy Jordan-Fenton

No Time to Say Goodbye: Children's Stories of Kuper Island Residential School by Sylvia Olsen

These Are My Words: The Residential School Diary of Violet Pesheens by Ruby Slipperjack

Residential Schools: With the Words and Images of Survivors by Larry Oskiniko Loyie