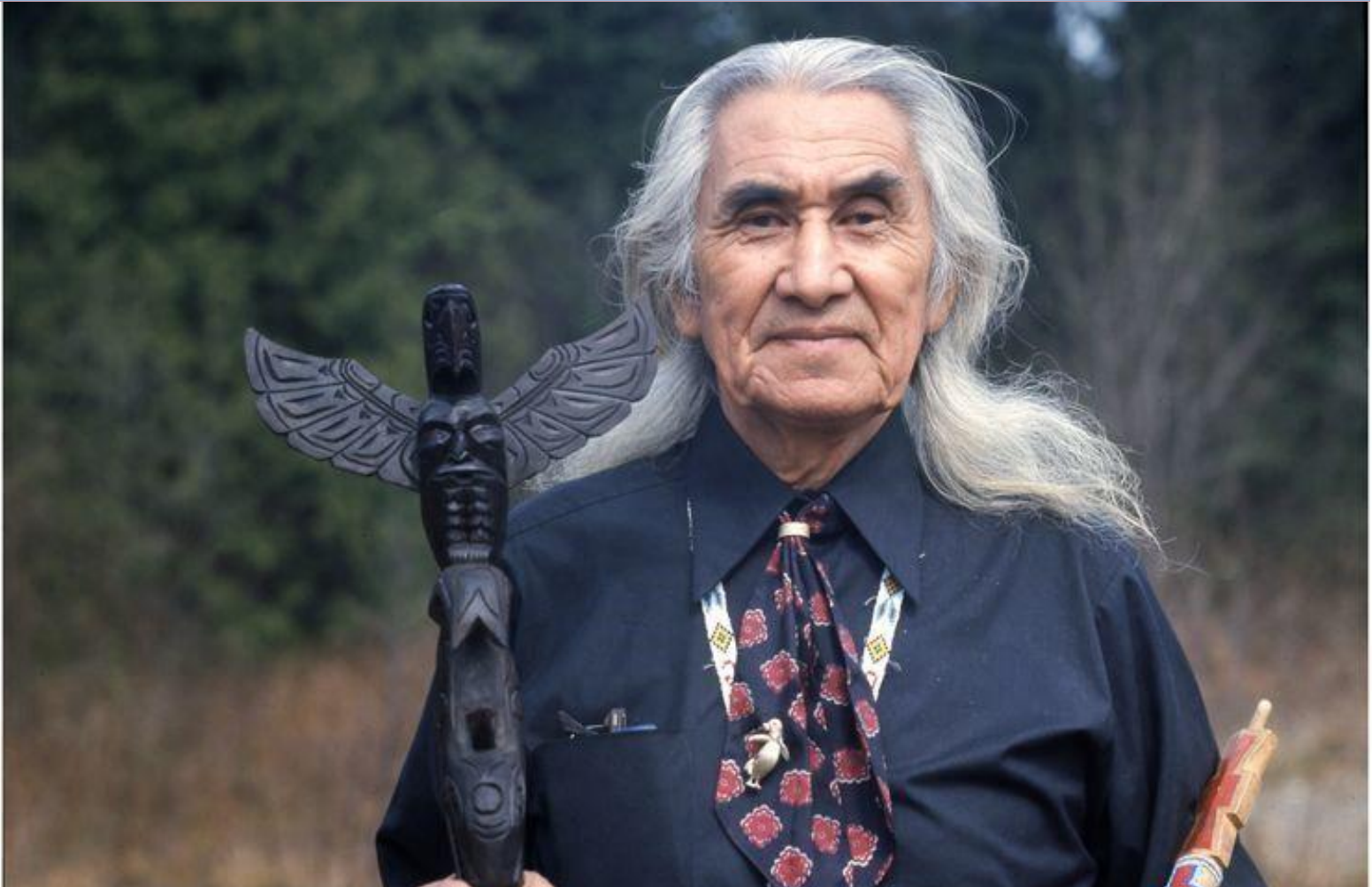


North Vancouver Museum & Archives

# SCHOOL PROGRAMS 2017/18



**Chief Dan George:  
Actor and Activist**

**Teacher's Package**

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## Program Description

**Chief Dan George: Actor and Activist** is a docent-led school program intended for Grades 9-12 classes. Students will visit the North Vancouver Museum to discover highlights in the life of Tsleil-Waututh Indigenous leader, Chief Dan George, and the history of Indigenous activism in Canada. The program will feature the temporary exhibit, *Chief Dan George: Actor and Activist*. Through the use of artifacts, historical photos, stories and discussion, the students will gain some understanding of the Indigenous rights movement and the life of Chief Dan George.

**Recommended Level:** Grade 9-12

**Duration:** 1h 15m

**Fee:** \$40 (One week's cancellation notice required, or full fee will apply)

**Structure:** This program is presented by the staff and volunteers of the North Vancouver Museum and Archives

**Contact Information:** North Vancouver Museum & Archives 604.990.3700, ext. 8016;  
nvmaprograms@dnv.org

Please **enter the Museum through the 4th Street doors**. A volunteer or member of the Museum staff will meet you there, quickly orient you and the students to the site.

## Program Overview

What will your students learn? The main intent of the program is to provide some understanding of Chief Dan George's life and legacy and the Indigenous rights movement.

At the start of the program, any George family members present and other Indigenous students will be recognized and invited to be actively involved in any discussions about their communities and culture. We recommend that all classroom activities related to this program include this recognition as well.

The program begins with an introduction to Tsleil-Waututh Chief Dan George and his accomplishments as an actor and an activist. As an actor, he purposely took on roles that showed positive and accurate images of Indigenous people. As an activist, Chief Dan George tried to improve the lives of Indigenous people through speaking, writing, and performing. He is especially well known in this arena for his *Lament for Confederation*, a powerful speech that he delivered during Vancouver's celebration of Canada's Centennial (1967).

Following the introduction, students will be split into two groups and will rotate through two themed stations.

**Station 1:** At this station, the concept of historical significance will be discussed, including how individuals are determined to be significant. Students will work in teams to explore the regional, national, and international historical significance of Chief Dan George. They will use historical evidence such as film footage, photographs, artifacts, movie posters, and paintings to determine why Dan George is an individual of significance. Each team of students will share their conclusions with the larger group.

**Station 2 A:** Students begin this station with an introduction to a timeline of Indigenous rights in Canada. Following that, they will watch and discuss archival footage of the original performance of Chief Dan George's *Lament for Confederation* performed on Canada's centennial.

**Station 2 B:** Students explore the timeline of Indigenous rights with the goal of choosing two individuals other than Dan George who contributed to the Indigenous rights movement. Students will discuss the selected activists and their contributions with the larger group. The Museum docent will facilitate the discussion and help students connect common themes presented in the timeline.

At the end of the program, students will be asked how what they learned contributed to their knowledge of Chief Dan George and the Indigenous rights movement in Canada. They will also be thanked for their contributions to the discussions and be invited to return with their families. The students will receive a copy of Chief Dan George's *Lament for Confederation* upon leaving the Museum.

## Curriculum Connections

	<b>Social Studies 9 &amp; 10</b>	<b>Contemporary Indigenous Studies 12</b>
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>• Disparities in power alter the balance of relationships between individuals and between societies.</li> <li>• Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism.</li> <li>• Indigenous peoples continue to advocate and assert rights to self-determination.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• The continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world.</li> <li>• Discriminatory policies, attitudes, and historical wrongs.</li> <li>• Truth and reconciliation in Canada.</li> </ul>	<ul style="list-style-type: none"> <li>• The varied identities and worldviews of indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land.</li> <li>• The resilience and survival of indigenous peoples in the face of colonialism.</li> </ul>
<b>Curricular Competencies (Skills)</b>	<ul style="list-style-type: none"> <li>• Gather information and communicate findings.</li> <li>• Construct arguments defending the significance of individuals/groups, places, events, or developments.</li> <li>• Assess how prevailing conditions and the actions of individuals or groups influence events, decisions, or developments (cause and consequence).</li> </ul>	<ul style="list-style-type: none"> <li>• Construct arguments defending the significance of individuals/groups, places, events, or developments.</li> <li>• Assess and compare the significance of the interconnections between people, events, and developments at a particular time and place, and determine what they reveal about issues in the past and present.</li> <li>• Determine and assess the long-and-short term causes and consequences, and the intended and unintended consequences of an event, decision, or development.</li> </ul>

## Preparation Activities

### 1. Vocabulary

**Learning Objective:** These terms will be used during the Museum visit; they will be used in context and discussed. Some students will appreciate being introduced to this vocabulary prior to the visit.

<b>Activist</b>	A person who publicly campaigns to bring about political or social change.
<b>Actor</b>	A person whose profession is acting on the stage, in movies, or on television.
<b>Advocate</b>	A person who publicly supports or recommends a particular cause or policy.
<b>Artifact</b>	An object made by a human being, typically an item of cultural or historical interest.
<b>Canadian Confederation</b>	Canadian Confederation was the process by which the British colonies of Upper and Lower Canada, Nova Scotia, and New Brunswick were united into one Dominion of Canada on July 1, 1867.
<b>Coast Salish</b>	An indigenous group of people who share ethnic and linguistic ties and who traditionally inhabit some of the Pacific Coast of British Columbia and the U.S. states of Washington and Oregon.
<b>Culture</b>	A pattern of behavior shared by a society or group of people. Many different things make up a society's culture; many of these help people to survive and flourish. They include food, language, clothing, tools, music, arts, customs, beliefs, and religion.
<b>First Nations</b>	First Nations is a term used to describe Indigenous peoples in Canada who are not Métis or Inuit.
<b>Indigenous People</b>	People who are descended from and identify with the original inhabitants of a given region.
<b>Lament</b>	A lament is a passionate expression of grief or sorrow.
<b>Right</b>	A right is a moral or legal entitlement to have or get something or to act in a certain way.
<b>Squamish Nation</b>	An Indigenous group made up of descendants of the Coast Salish peoples who lived in the present day Greater Vancouver area, Gibson's landing and the Squamish River watershed. Their language is also called Squamish.
<b>Stereotype</b>	A widely held, but fixed and oversimplified image or idea of a particular type of person or thing.
<b>Timeline</b>	A timeline is a visual aid that helps people understand the passing of time.
<b>Tsleil-Waututh Nation</b>	An Indigenous group made up of descendants of the Coast Salish peoples who traditionally inhabited the lands around, and the waters of, Burrard Inlet, British Columbia. The Tsleil-Waututh are closely related to, but politically separate from, the Squamish and Musqueam First Nations. Their language is called Halkomelem.

## 2. Charlene Aleck: Interview about Her Grandfather, Chief Dan George

**Learning Objective:** Students will gain an introductory understanding of Chief Dan George's life and legacy.

Have students listen to the *Early Edition* interview of Charlene Aleck on her grandfather, Chief Dan George (<http://www.cbc.ca/player/play/972962371771>).

1. How did Charlene Aleck talk about her grandfather? How did she describe him? What was important to him? What was he known for? What is his legacy?
2. Did you feel the interviewer asked appropriate questions? What else might have been asked or mentioned? If you had been interviewing Charlene Aleck, what might you have asked her?

## 3. *Lament for Confederation*

**Learning Objective:** Students will become familiar with Chief Dan George's *Lament for Confederation*.

**Note:** It is important that students review the *Lament* prior to their Museum visit. Archival film footage of Dan George's reading of the *Lament* will be shown and discussed at the Museum. Being familiar with the text will allow them to focus on the film footage and experience the full impact of its first reading in 1967.

**Background:** Chief Dan George performed his *Lament for Confederation* for a crowd of 32,000 people celebrating Canada's 100th birthday at Empire Stadium in Vancouver in 1967. The crowd expected a celebratory speech, but instead Chief Dan George's powerful performance called into question the meaning of Confederation and the impact of the colonization on Indigenous people. At first the audience was silent, but later gave Chief Dan George a standing ovation.

Ask your students, "what do **lament** and **Confederation** mean?" Give each student a copy of Chief Dan George's *Lament for Confederation* and have them read it.

**Discuss the *Lament for Confederation* with your students using the following questions:**

- What were Chief Dan George's hopes for the future of Indigenous people and Canada?
- Have you ever taken a stand for something? How would you do that? Why was the *Lament* a powerful communication tool?

#### 4. Stereotypes of Indigenous People

**Learning Objective:** Students will increase their knowledge of the existence and impact of stereotyped images of Indigenous people.

Show students Thomas King's film, *I'm Not the Indian you had in Mind* (<http://www.nsi-canada.ca/2012/03/im-not-the-indian-you-had-in-mind/>) and explore the following with them:

- Discuss the title of the poem and what stereotypes the poem evokes.
- Ask the students if they were aware of any of these stereotypes. Where have they encountered them? (movies, TV, books)
- Why does King repeat the phrase, "I'm not the Indian you had in mind" over and over?
- Why are stereotypes dangerous? What impact can they have?
- What other groups do you know of, that have been stereotyped?

Have students find examples of stereotyped images of Indigenous people that exist today (Cleveland Indians baseball team logo, Washington Redskins football team logo, The Ridiculous 6 movie, etc.).

How do the stereotyped images depict Indigenous people? Are these positive or negative portrayals? Why?

Are all stereotypical treatments demeaning? For example, compare the Cleveland Indian logo with the logo of the Redskins. Is the Redskins logo *actually* honouring the First Nations people?

Watch the "Proud to be" commercial ( <https://www.youtube.com/watch?v=mR-tbOxlhvE> ) to highlight how images that appear to be "noble" portrayals can be negative. They do not focus enough attention on Indigenous people as individuals; they are often caricatures.

#### Follow-up Activities

##### 1. Contrasting Perspectives on the *Lament for Confederation*

**Learning Objective:** Students will think critically about how the issues Chief Dan George raised in his *Lament for Confederation* have changed and/or continued since his performance of the piece 50 years ago.

The following articles reveal different perspectives on Indigenous people in Canada since Chief Dan George performed his *Lament for Confederation*.

- Indigenous Corporate Training. Reflections in 2017 on the 1967 Centennial Speech of Chief Dan, 2017. <https://www.ictinc.ca/blog/reflections-in-2017-on-the-1967-centennial-speech-of-chief-dan-george>

- Opinion, CBC, 2017. Janet Rogers “Has anything changed? Revisiting Chief Dan George’s iconic ‘Lament for Confederation’” <http://www.cbc.ca/2017/has-anything-changed-revisiting-chief-dan-george-s-iconic-lament-for-confederation-1.4079657>

Share these articles with your students and discuss them using the following questions:

- Have things changed for Indigenous in Canada since Chief Dan George shared his *Lament for Confederation*? Areas to consider include, but are not limited to, land rights, voting rights, education, health care, culture, and lifestyle.
- Have Chief Dan George’s goals for Indigenous people been realized? To what degree?
- Do you think that Chief Dan George would receive a similar response to a reading of his *Lament for Confederation* today? Do you think the *Lament* is relevant in 21<sup>st</sup> century Canada?

## 2. Historically Significant Indigenous Rights Activists

**Learning Objective:** Students will expand their knowledge of the historical significance of Indigenous activists.

Review the concept of historical significance with your students and have them recall why Chief Dan George is historically significant.

Have students pick one of the following Indigenous rights activists or leaders who have contributed to the Indigenous rights movement. Students should research one individual and write an expository paragraph explaining why that person is historically significant.

Individuals from the Indigenous Rights Timeline at the North Vancouver Museum

- Frank Calder
- Simon Baker
- Andy Paull
- Joe Capilano
- Elijah Harper

Others

- Justice Murray Sinclair
- Harry Smith LaForme.
- Maisie Hurley
- Rosemarie Kuptana
- Alanis Obomsawin
- Ga’axstal’as, Jane Constance Cook
- Mary Two–Axe Earley
- Nahnebahwequay, Catherine Sutton
- Other



## **Chief Dan George's *Lament for Confederation***

How long have I known you, Oh Canada? A hundred years? Yes, a hundred years. And many, many seelanum more. And today, when you celebrate your hundred years, Oh Canada, I am sad for all the Indian people throughout the land.

For I have known you when your forests were mine; when they gave me my meat and my clothing. I have known you in your streams and rivers where your fish flashed and danced in the sun, where the waters said 'come, come and eat of my abundance.' I have known you in the freedom of the winds. And my spirit, like the winds, once roamed your good lands.

But in the long hundred years since the white man came, I have seen my freedom disappear like the salmon going mysteriously out to sea. The white man's strange customs, which I could not understand, pressed down upon me until I could no longer breathe.

When I fought to protect my land and my home, I was called a savage. When I neither understood nor welcomed his way of life, I was called lazy. When I tried to rule my people, I was stripped of my authority.

My nation was ignored in your history textbooks — they were little more important in the history of Canada than the buffalo that ranged the plains. I was ridiculed in your plays and motion pictures, and when I drank your fire-water, I got drunk — very, very drunk. And I forgot.

Oh Canada, how can I celebrate with you this centenary, this hundred years? Shall I thank you for the reserves that are left to me of my beautiful forests? For the canned fish of my rivers? For the loss of my pride and authority, even among my own people? For the lack of my will to fight back? No! I must forget what's past and gone.

Oh God in heaven! Give me back the courage of the olden chiefs. Let me wrestle with my surroundings. Let me again, as in the days of old, dominate my environment. Let me humbly accept this new culture and through it rise up and go on.

Oh God! Like the thunderbird of old I shall rise again out of the sea; I shall grab the instruments of the white man's success — his education, his skills, and with these new tools I shall build my race into the proudest segment of your society. Before I follow the great chiefs who have gone before us, Oh Canada, I shall see these things come to pass.

I shall see our young braves and our chiefs sitting in the houses of law and government, ruling and being ruled by the knowledge and freedoms of our great land. So shall we shatter the barriers of our isolation. So shall the next hundred years be the greatest in the proud history of our tribes and nations.

## Chief Dan George: Actor and Activist Exhibit Background Information

The inspiration for this exhibit started with Chief Dan George's Lament for Confederation speech which he delivered on July 1, 1967, during the City of Vancouver's celebration of Canada's Centennial at Empire Stadium. The speech begins: "How long have I known you, Oh Canada? A hundred years? Yes, a hundred years. And many, many seelanum more. And today, when you celebrate your hundred years, Oh Canada, I am sad for all the Indian people throughout the land." With those words Dan George not only silenced the crowds at the Centennial celebrations, but for many he re-invigorated the First Nations rights movement in Canada. Dan George's powerful speech laid bare the truth of colonialism in Canada, challenging the master narrative of Confederation.

In 2017, as we contemplate the 150th anniversary of Canada's Confederation, for many Indigenous people in Canada the feelings and questions posed by Dan George's Lament for Confederation still ring true. This exhibit provides a critical approach to Canada 150 and an opportunity to explore alternative perspectives to the last 150 years of Canadian history. This exhibit is also a response to the Truth and Reconciliation Commission's Final Report and Calls to Action to mark the 150th anniversary of Canadian Confederation with projects on the theme of reconciliation.

The title of the exhibit, *Chief Dan George: Actor and Activist*, refers to the life and legacy of Tsleil-Waututh Chief Dan George (1899-1981), and his influence as an Indigenous rights advocate and his career as an actor. The exhibit has three components: Timeline of Indigenous Rights in Canada; flipbook *Indigenous People and First Nations in North Vancouver: History, Traditions, and Culture*; Chief Dan George: Actor and Activist.

Timeline of Indigenous Rights in Canada (lobby): This timeline highlights some of the significant events and individuals who contributed to the evolution of Indigenous rights in British Columbia and Canada over the past 150 years.

Chief Dan George: Actor and Activist exhibit (West Gallery): This exhibit was developed in close collaboration with the George family. It contains objects and images from the NVMA collection, images from other institutions like the City of Vancouver Archives and MOA Archives, images loaned from members of the George family, objects loaned from members of the George family, as well as paintings, images, and objects loaned or donated by the community.

*Chief Dan George: Actor and Activist* is funded by the Department of Canadian Heritage Museums Assistance Program as a travelling exhibit. The exhibit is sponsored by the CBC.



## **Resources for Teachers:**

Chief Dan George, *The Best of Chief Dan George*, Hancock House, c 2003.

Hilda Mortimer, *You Call Me Chief: Impressions of the Life of Chief Dan George*, c. 1981

Catherine Bainbridge, Neil Diamond & Jeremiah Hayes, *Reel Injun*, c. 2009  
([https://www.nfb.ca/film/reel\\_injun/](https://www.nfb.ca/film/reel_injun/))

Arthur Penn, *Little Big Man*, c.1970 (<http://www.dailymotion.com/video/x3mnrp8>)

## **Websites for Teachers or Students:**

### **North Vancouver Museum & Archives**

[www.nvma.ca](http://www.nvma.ca)

North Vancouver Museum & Archives' website features access to historical photographs of North Vancouver and a variety of web tours of North Vancouver historical subjects.

### **North Vancouver Museum and Archives Pinterest Page**

<https://www.pinterest.ca/northvanmuseum/pins/>

The North Vancouver Museum and Archives has posted a variety of resources including historical photographs, links to videos, teacher's guides, and more on Pinterest.

### **First Nations Education Steering Committee (FNESC)**

[www.fnesc.ca](http://www.fnesc.ca)

FNESC is a First Nations-controlled collective organization focused on advancing quality education for all First Nations learners. They provide lists of resources about First Peoples for teachers and have a teacher's guide on residential schools and reconciliation for grade 5.

### **Squamish Nation**

<http://www.squamish.net/about-us/our-culture/>

This site provides information about the Squamish Nation today, their culture and their history.

### **Tsleil-Waututh Nation**

<http://www.twnation.ca/>

This site provides information about the Tsleil-Waututh Nation today, their culture and their history.

## Where to find us:



The North Vancouver Museum is located in Presentation House at 209 West 4th Street. Please enter by the 4th Street doors.

The museum is wheelchair accessible, if you park in the Presentation House parking lot at Chesterfield and 3rd Street. Follow the path, which goes up Chesterfield and across the lawn to the front of the museum.

If you have any queries or concerns, please contact us at 604.990.3700, ext. 8016 or email [nvmaprograms@dnv.org](mailto:nvmaprograms@dnv.org). You may visit our website at [www.nvma.ca](http://www.nvma.ca)

**School Program Evaluation**

Program Name: **Chief Dan George: Actor and Activist**

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*We hope that you and your students enjoyed this program. To assist us in developing our school programs, we would be most appreciative if you would take a few moments to comment.*

Date of Visit: \_\_\_\_\_

Time of Visit: \_\_\_\_\_

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Confirmation Letter & Information

Was the information provided accurate? Did it answer all of your questions?

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Teacher's Information Package

Did this package help you to prepare for the **Chief Dan George: Actor and Activist** program?

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In your opinion, what was the most successful learning activity in the Teacher's Guide? Why?

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Program Content

Was the presentation at the students' level?

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Did this program meet your goals? Was your visit related to classroom studies?

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What other programs might the North Vancouver Museum provide for your school?

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The North Vancouver Museum & Archives will open a new museum facility (located on Esplanade near Lonsdale Avenue) in the fall of 2019. The exhibits and programs for that site are currently being developed; we would greatly welcome your input into this process. Should you wish to participate please contact me at [sutherlands@dnv.org](mailto:sutherlands@dnv.org).

More information about our programs is available at [nvma.ca](http://nvma.ca). You may be interested in our two extension Indigenous peoples programs. See <http://nvma.ca/education/school-programs/>

- *Indigenous Peoples in North Vancouver Book*. There are two new packages; one for intermediate level classes and one for secondary level. Both are available in French and English.
  - *Native – Newcomer Relations: Case Studies in Contact, Colonialism & Resistance*. Available online at [http://nvma.ca/wp-content/uploads/2014/04/Newcomer\\_Relations\\_Online\\_Materials.pdf](http://nvma.ca/wp-content/uploads/2014/04/Newcomer_Relations_Online_Materials.pdf)
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**Please return this form to:**

Shirley Sutherland, Assistant Director and Education Curator  
North Vancouver Museum and Archives  
3203 Institute Road  
North Vancouver, B.C. V7K 3E5  
OR fax to 604.987.5688

**Your evaluation is important to us. Thank you for completing this form.**