**English 11**

**Response #2 – Wab Kinew – Aboriginal Stereotypes**

<https://www.youtube.com/watch?v=lbYcuHtvulI>

<https://www.youtube.com/watch?v=GlkuRCXdu5A>

**Questions to consider:**

1. What is a stereotype? What are some Aboriginal stereotypes? Is your list of Aboriginal stereotypes a positive or negative reflection of Aboriginal people? Explain. How do these stereotypes impact or impression of Aboriginal people?
2. According to Wab, ‘there is a misunderstanding’ and that Native people are not ‘understood well by the rest of Canada.’ Why do you think this is? Why the ‘gap’ between Native and non-Native Canadians?
3. Strombo asks Wab, ‘Do you think non-First Nations Canadians care about this story (Aboriginal Issues)? Discuss how Wab responds to this question and whether you share his views (or not). Explain.

Some terms you should be familiar with……

**Indian Act, 1876**

The federal statute that deals with **Indian** status, governance, and the use of **reserve** lands and government monies. The act was initially meant to help the federal government **assimilate** Aboriginals into Western culture. A new version of the act was passed in 1951, and amendments were made in 1985 that changed the definition of Indian status. Discriminatory provisions in this act that once made it illegal for Aboriginals to vote in elections, leave their reserves without permission or drink alcohol have either since been repealed or are generally no longer enforced.

The Act also spelled out conditions for being an **Indian** under the eyes of the law.

For instance:

* Any woman that married an Aboriginal man could be considered an Indian and could be allowed to live and even be buried on a reserve. These women also received other cultural and social benefits by gaining Indian status. However, any Aboriginal woman who married a white, European male was now considered to be a bona fide member of Canadian society. She lost her Indian status and every right that came with it.
* All "half-breed" Indians, like the Métis, were not entitled to Indian status. This included Métis who had received scrip - transferable land or cash allowances that were issued on paper certificates.

**Assimilation**

when a cultural group is encouraged or forced to give up its culture in favor of the dominant culture

**Reserves**

* Land controlled by the government
* Reserve were kept far enough apart to discourage Bands from forming alliances against the government
* Also kept far from the rest of Canadian population, making assimilation difficult

**Residential Schools**

* After contact with Europeans - education became the primary instrument to assimilate Indian people
* These schools suppressed their language, culture, and spirituality
* The extended period of time spent in these schools with caregivers who were often abusive resulted in this abuse of children moving into the Indian communities