

Borders and Perspectives

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Grade Level: 7/8, 9/10

Magazine Issue: "[Canada and the United States](#)" (April 2026), *Kayak: Canada's History Magazine for Kids*

Time Required: 1 lesson

Select Curriculum Connections:

- Indigenous perspectives on land
- Colonialism and governance
- Ethical judgment and perspective

Learning Outcomes:

Students will:

- Compare different perspectives on borders, considering factors that affect different points of view.
- Recognize that borders are not neutral.

Activity:

PART I – Introduction

Have students read "Thinking Differently: Indigenous People and Borders" to explore the traditional territories of the Mi'kmaq First Nation.

While students read, encourage them to make note of terminology they are unfamiliar with, new information they have learned or questions they have.

PART II – Perspective Triangle

After reading, have a discussion with your students about perspectives. Explore how perspectives are influenced by lived experiences, values, environment, biases, etc. Have students consider the perspectives of teachers, students and parents about using technology in classrooms. As you guide the discussion, have students consider the various factors that can influence these different perspectives.

Separate students into small groups of three. Have students re-read “Thinking Differently: Indigenous People and Borders” and highlight details in the article from the following perspectives:

- British/American governments
- Settlers
- Indigenous Peoples

PART III – Group Discussion

In their small groups, have students discuss the different perspectives of the British/American governments, settlers and Indigenous Peoples in the article. Ask students to consider: How might borders look different depending on who you are?

PART IV – Reflection

Set a timer for 5-10 minutes. Students can write or record a short audio recording reflecting their perspectives on borders. Reflection prompt: Are borders fair? Why or why not?

Extension:

First, have students research the traditional territory their school is on and its connection to Indigenous Peoples. Handle this step with the utmost care, prioritizing consultation with local Indigenous communities and resources, where possible. Compare the traditional lands with current political borders on a map, exploring similarities and differences.

Consider the prompt on page 15: “Do you have a land acknowledgement in your school?” If so, work with your students to break it down into parts and discuss its significance. Consider asking the following questions as your students reflect:

- Who wrote the land acknowledgement?
- What is its purpose?
- What does it say about the land your school is located on?
- Does it suggest certain responsibilities? If not, what might a meaningful and respectful land acknowledgement include?
- How would you know if a land acknowledgement is meaningful and respectful?