



Global Encounters
International Student
Video Conferences

Fireside Chats Pt. II: Untold Indigenous Stories

International Video Conference

Teacher's Guide



The Centre for
Global Education



TakingITGlobal
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Dear Teacher,

We would like to extend a warm welcome to the Fireside Part I & II Video Conference! This conference is possible through a partnership between the [Centre for Global Education](#) and [TakingITGlobal](#). We are excited to have you and your students engage in our interactive virtual classroom and participate in the live event on March 14, 2017.

The Fireside Chats video conferences are geared to giving opportunities to acknowledge, promote, and celebrate the culture of Indigenous populations throughout Canada. During these video conferences, students and teachers will be immersed into Indigenous cultures through hands on learning. For example, during Fireside Chats Pt. I, elementary students will be teaching secondary students how to sing in Cree! Fireside Pt. II Chief Calvin Bruneau will be joining LIVE to discuss the untold Indigenous history of Edmonton, students and educators will explore different monuments with Chief Calvin that hold an undying importance to specifically the Papaschase Cree peoples. Students will be introduced to movements surrounding the fight for acknowledgment of burial sites around Edmonton, and the journey Chief Calvin has embarked on towards reconciliation. To help prepare for the event, we have created this guide to help you facilitate your students' participation in the video conference and the pre-conference activities. It contains instructions on how to join the virtual classroom, through which they can/will collaborate with their peers all over the world, and an overview of the lessons housed there. All resources mentioned in this curricular guide will be found linked to the corresponding Activities inside the virtual classroom.

Thank you again for being willing to reach beyond the class and connect your students to their peers, as we all seek to help promote awareness of Indigenous cultures.

If you have any questions or concerns, feel free to reach out to our team at encounters@tigated.org

- The Global Encounters Team

Fireside Part II: Untold Indigenous Stories

Date: May 31st, 2017

Time: 13:00-14:00 MT/15:00-16:00 ET

Total Run Time: 60 mins

AGENDA

Twitter handle: #globlencounters

(Twitter will be an integral part of the conference. Please ensure all students have access to a Smartphone or computer to participate in the discussion there)

- 1:00 – 1:05 MT / 3:00 – 3:05 ET
Welcome, Introductions (Each school will have one minute to introduce their school)
- 1:05 – 1:15 MT / 3:05 – 3:15 ET
Guest speaker(s) introduction(s) & presentation
 - Chief Calvin Bruneau
- 1:15 – 1:50 MT / 3:15 – 3:45 ET
 - Guest speaker presentation
 - Q & A/feedback/art reflection
- 1:50 – 2:00 MT/ 3:50 – 4:00 ET
Summary and Closing Remarks

SPEAKER

Chief Calvin Bruneau

Guiding Questions:

- 1) Why do you think there are hidden stories within history?
- 2) Do you practice storytelling in anyway?
- 3) Does your hometown have a hidden history?
- 4) Why do you think the City of Edmonton naming streets after Indigenous names?
- 5) What impact do you think the changing of place names has had on Indigenous communities?

Key Dates (Fireside Pt:II)

Date	Activity	Description
May 20th	Classroom Collaboration	Between May 20th and May 31st, students can/will engage in activities to learn more about their culture and identity as well as about Indigenous culture.
May 31st	May 31st: Fireside Part II: LIVE Video Conference	On this day, participating classrooms will join LIVE together to share their projects, learn about the Indigenous history of Edmonton and the importance of Indigenous place names to Canada's history.

The Video Conference

In this live and interactive event, students will see, listen to and engage with a series of experts. Students will also have an opportunity to ask questions and share their own thoughts and research. The video conference will take place between 1:00-2:00 pm (Mountain time) on Wednesday, May 31st, 2017.

Activity Outline

Ahead of the video conference, you will lead your class through 1 (or both) of the activities available in the assignments section of the teacher’s guide, each designed to take one class period (for Secondary) and two class periods (for Primary). Activities also include corresponding collaboration activities to provide a more holistic learning experience. We ask that you strongly encourage and support this participation.

The table below provides an outline of the lessons and their corresponding collaboration activities; all resources mentioned here can be found within this teacher’s guide.

Task 1	Description
<p>Hidden Histories</p> <p>Amiskwaskahegan “Edmonton”</p> <p>What does your name mean to you?</p>	<p>Culture is a key foundation to one’s identity. Ask the students the following questions and have them independently think about it, write about it, and then share their ideas with the class:</p> <p>Q. Why are names important to one’s identity?</p> <p>Have students then visit Project Surname, ensure they watch the video “Here’s my Canada Sheila Watt-Cloutier’s Canada” and answer the following questions.</p> <ol style="list-style-type: none"> 1. Why did the government want to rename the Inuit? 2. What do you think happened to the Inuit’s sense of identity once their name changed? 3. Can you think of another example of where this happened? <p>Discuss with students what they know about Edmonton’s history. Then write the following word on the board “Amiskwaskahegan.” Ask students if they know what this word is, where it came from and what it means. (It is Cree, and means Edmonton) Have them explore the interactive map showing Edmonton’s history found here</p> <p>Have students discuss Edmonton’s Indigenous name “Amiskwaskahegan.” Why do we call Edmonton, Edmonton, when it was initially Amiskwaskahegan? (Assimilation, European Settlement, etc.)</p> <p>Discuss with students the meanings of their names. Are they family names? Is there a special meaning behind them? What origin are they? Is their name a large part of their identity? What would they feel if someone forced them to change their name? Would they lose a piece of their culture and identity?</p>

Task 2	Description
The Value Of Land Debate	<p>Discuss with students what they value about the land. It can even be things they enjoy, for example, they may like swimming in lakes, or going for a hike.</p> <p>Firstly, give the students the two quotes below, allow them 5-7 minutes to discuss with one another.</p> <p>“If we do not own the freshness of the air and the sparkle of the water, how can you buy or sell the sky, the warmth of the land? Every part of this earth is sacred to my people.” ~Chief Seattle 1854~</p> <p>“Buy land, they’re not making it anymore.” ~Mark Twain~</p> <p>Secondly, have the students choose a quote they mostly identify with, if they are unsure, they are a third group.</p> <p>Thirdly, split the groups into three groups, the group that agrees with Chief Seattle, the group that agrees with Mark Twain, and the group that is still unsure. These groups will then work together to create valid arguments to present to the others.</p>

Lesson Plans

The Value of Land Debate

Objective: Students explore the different points of view regarding the value of land, from an Indigenous perspective, as well as Non-Indigenous perspective.

Materials:

Provided quotes

“If we do not own the freshness of the air and the sparkle of the water, how can you buy or sell the sky, the warmth of the land? Every part of this earth is sacred to my people.”

~Chief Seattle 1854~

“Buy land, they’re not making it anymore.”

~Mark Twain~

3 Pieces of colored paper

One or two computers per group or print off copies of the provided articles

<https://www.creativespirits.info/aboriginalculture/land/meaning-of-land-to-aboriginal-people>

<http://www.abc.net.au/news/2015-03-12/priest-native-title/6307896?pfmredir=sm>

Interactive map:

<https://data.edmonton.ca/Facilities-and-Structures/Indigenous-Place-Names-of-Edmonton-Map/8sdk-4a mg>

Time Needed: Half class to a full class

Execution:

- 1) Identify three areas in the room with one of the sheets of paper (one corner green, one corner blue, one corner yellow)(before class begins)
- 2) Present the quotes to the students, allow them to read and reflect. (3 minutes)
- 3) Have the students choose which quote they more closely identify with and move to that corner of the room the paper identifies.
- 4) Have the student’s research (with the provided articles as well as using their background knowledge), why they AGREE with their chosen quote, have them write down their points. (10 minutes)
- 5) Have one group member from Chief Seattle’s point of view and one member from Mark Twain’s point of view play rock, paper, scissors, to decide who presents their arguments first.
- 6) Students are given 2 minutes per side to present their arguments, the students who are unsure are to be taking notes.
- 7) Allow students to switch sides whenever they want if they have been persuaded to change their mind.
- 8) Once both sides are done presenting their arguments, allow students to individually reflect on the experience by having them respond to the following questions:

- 1) How has globalization/nationalism/ideology shaped their perspectives on land use and land rights?
- 2) To what extent does contemporary society allow Indigenous communities to use and follow their land practices? Consider the treaties while answering.
- 3) There should be classes offered in schools geared to teaching kids how to use the land. For example, offer camping trips, river walks, etc. Agree or disagree? Explain your rationale.

Curricular Links

Social Studies 4

General Outcome 4.2: The Stories, Histories and Peoples of Alberta: Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.

4.2.1 appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity:

- recognize how stories of people and events provide multiple perspectives on past and present events (I, TCC)
- recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (CC, TCC)
- recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta's culture and identity (CC, I, TCC)
- recognize the history of the French language and the vitality of Francophone communities as integral parts of Alberta's heritage (CC, I, TCC)
- recognize British institutions and peoples as integral parts of Alberta's heritage (CC, I, TCC)
- recognize how the diversity of immigrants from Europe and other continents has enriched Alberta's rural and urban communities (CC, I, TCC)
- demonstrate respect for places and objects of historical significance (I, LPP, TCC)

4.2.2 assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:

- Which First Nations originally inhabited the different areas of the province? (CC, LPP, TCC)
- How is the diversity of Aboriginal peoples reflected in the number of languages spoken? (CC, I, LPP)

What do the stories of Aboriginal peoples tell us about their beliefs regarding the relationship between people and the land? (TCC)

- How did the Métis Nation and Métis settlements contribute to Alberta's identity (i.e., languages, accomplishments)? (CC, I, LPP, TCC)

General Outcome 4.3 Alberta: Celebrations and Challenges:

4.3.1 appreciate the factors contributing to quality of life in Alberta:

- value and respect their own and other cultural identities (C, I)
- demonstrate respect for the rights, opinions and perspectives of others (C, I)
- demonstrate respect for the cultural and linguistic diversity in Alberta (C, I)
- appreciate the influence of the natural environment and resources on the growth and development of Alberta (ER, LPP)
- value and respect their relationships with the environment (C, ER, LPP)

4.3.3 examine, critically, Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:

- In what ways have Aboriginal peoples and communities changed over time? (CC, I, TCC)
- How has multiculturalism in Alberta evolved over time? (CC, I, GC, LPP)
- How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta (i.e., Glenbow Museum, Royal Alberta Museum, Head-Smashed-In Buffalo Jump, Writing-on-Stone Provincial Park, Father Lacombe Chapel Provincial Historic Site, Ukrainian Cultural Heritage Village)? (CC, I, LPP, TCC)

- How do the names of geographic places reflect the origins of the people who inhabited, discovered or developed communities in these places? (CC, I, LPP, TCC)
- In what ways have music, art, narratives and literature contributed to the vitality of the culture, language and identity of diverse Alberta communities over time? (I, CC, LPP, TCC)
- How does living in a particular community, region or province help shape individual and collective identity? (CC, I, LPP)

Social Studies 5

5.2 Histories and Stories of Ways of Life in Canada General Outcome Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.

5.2.1 appreciate the complexity of identity in the Canadian context:

- recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity (I, TCC)
 - acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history (CC, I, TCC)
 - acknowledge British influence and presence in Canada (CC, I, TCC)
 - acknowledge the contributions made by diverse cultural groups to the evolution of Canada (CC, I, TCC)
 - recognize how changes in society can affect identity (CC, I)

5.2.2 examine, critically, the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:

- What do the stories of First Nations, Métis and Inuit peoples tell us about their beliefs regarding the relationship between people and the land? (I, CC, TCC, LPP)
- How are the Aboriginal cultures and ways of life unique in each of the western, northern, central and eastern regions of Canada? (I, CC, TCC)
- How were the natural environment and geography of each region of Canada determining factors of the diversity among Aboriginal groups (e.g., languages, symbolism)? (LPP, TCC)

5.3 Canada: Shaping an Identity Students will demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.

5.3.1 appreciate how changes impact citizenship and identity:

- recognize the effects of Confederation on citizenship and identity from multiple perspectives (C, I, PADM, TCC)
- recognize the historical significance of French and English as Canada's official languages (C, I, PADM)

Social Studies 7

7.1 Toward Confederation: Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation.

7.1.1 appreciate the influence of diverse Aboriginal, French and British peoples on events leading to Confederation (C, I, TCC)

7.1.2 appreciate the challenges of co-existence among peoples (C, CC, I, LPP)

7.1.3 compare and contrast diverse social and economic structures within the societies of

Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues:

- What were the social and economic factors of European imperialism? (CC, I, TCC)
- In what ways did European imperialism impact the social and economic structures of Aboriginal societies? (ER, GC, PADM, TCC)
- What role did the British government play in the settlement of North America? (PADM, ER, LPP, GC)

7.1.4 assess, critically, the economic competition related to the control of the North American fur trade by exploring and reflecting upon the following questions and issues:

- How did the First Nations, French, British and Métis peoples interact with each other as participants in the fur trade? (TCC, ER, LPP)

7.2 Following Confederation: Canadian Expansions

General Outcome

Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.

7.2 Following Confederation: Canadian Expansions: Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.

7.2.1 recognize the positive and negative aspects of immigration and migration (GC, LPP, C, I)

7.2.2 recognize the positive and negative consequences of political decisions (PADM)

7.2.3 appreciate the challenges that individuals and communities face when confronted with rapid change (I, CC, LPP)

7.2.6 assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:

- What are the social and economic effects of the changing roles and images of women in Canadian society (i.e., right to vote, working conditions, changing family structures)? (ER, I)
- What challenges and opportunities have emerged as a result of increases in the Aboriginal population in western Canada? (LPP, CC, C, I)
- How has the Official Languages Act contributed to bilingualism in Canada? (PADM, C, I)
- How have Canadian immigration policies contributed to increased diversity and multiculturalism within the Canadian population? (PADM, GC, C, I)

Social Studies 9

9.1 Issues for Canadians: Governance and Rights: Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.

9.1.1 appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada (C, I, PADM)

9.1.2 appreciate the various effects of government policies on citizenship and on Canadian

society (C, I, PADM)

9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)

9.1.6 assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues:

- In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada? (PADM, I)
- How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights? (PADM, C, I)
- In what ways has the Canadian Charter of Rights and Freedoms affected conditions in the workplace (i.e., issues of gender, age, race, religion)? (PADM, I, C)
- What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens? (PADM, C)

9.1.7 assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues:

- In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada? (PADM, I)
- To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada? (PADM, I, C)
- How does the Indian Act recognize the status and identity of Aboriginal peoples? (PADM, I, C)
- How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples? (I, PADM, LPP)

Social Studies 10-1 & 10-2

10-1:

Key Issue: To what extent should we embrace globalization?

Related Issue 1: To what extent should globalization shape identity? Students will explore the impacts of globalization on their lives.

1.1 acknowledge and appreciate the existence of multiple perspectives in a globalizing world (GC, CC)

1.2 appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world (I, CC, GC)

1.3 appreciate how identities and cultures shape, and are shaped by, globalization (I, CC, GC)

1.4 explore ways in which individuals and collectives express identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modelling) (I, CC, LPP)

1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)

1.6 examine the impact of communications technology and media on diversity (universalization of pop culture, hybridization, diversification) (I, CC, GC)

1.7 analyze opportunities presented by globalization to identities and cultures (acculturation,

accommodation, cultural revitalization, affirmation of identity, integration) (I, CC, GC)

1.8 analyze challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC)

1.9 evaluate efforts to promote languages and cultures in a globalizing world (language laws, linguistic rights, cultural content legislation, cultural revitalization, linguistic revitalization) (I, CC)

Key Issue: To what extent should we embrace globalization?

Related Issue 2: To what extent should contemporary society respond to the legacies of historical Globalization? Students will assess the impacts of historical globalization on Indigenous and non-Indigenous Peoples.

2.1 recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC)

2.2 exhibit a global consciousness with respect to the human condition (GC, C)

2.3 accept social responsibilities associated with global citizenship (C, GC)

2.4 recognize and appreciate the validity of oral histories (TCC, CC)

2.5 recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism (TCC, CC, I)

2.12 evaluate various attempts to address consequences of imperialist policies and practices on Indigenous peoples in Canada and other locations (GC, PADM, TCC)

2.13 examine legacies of historical globalization and imperialism that continue to influence globalization (TCC, GC)

Key Issue: To what extent should we embrace globalization?

Related Issue 3: To what extent does globalization contribute to sustainable prosperity for all people? Students will assess economic, environmental and other contemporary impacts of Globalization.

3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)

Key Issue: To what extent should we embrace globalization?

Related Issue 4: To what extent should I, as a citizen, respond to globalization? Students will assess their roles and responsibilities in a globalizing world.

4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)

4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)

4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)

4.4 explore various understandings of quality of life (GC)

4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)

4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)

4.7 evaluate relationships between globalization and democratization and human rights (GC, PADM)

4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)

4.10 evaluate means by which individuals, governments, organizations and businesses could address

opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility)

(GC, C, PADM, ER)

4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

10-2

Key Issue: To what extent should we embrace globalization?

Related Issue 1: Should globalization shape identity? Students will explore the impacts of globalization on their lives.

1.1 acknowledge and appreciate the existence of multiple perspectives in a globalizing world

(GC, CC)

1.2 appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world (I, CC, GC)

1.3 appreciate how identities and cultures shape, and are shaped by, globalization (I, CC, GC)

1.4 identify the various ways that people in Canada express their identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, role modelling) (I, CC, LPP)

1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)

1.6 explore the impact of communications technology and media on diversity (universalization of pop culture, hybridization, diversification) (I, CC, GC)

1.7 examine opportunities presented by globalization to identities and cultures of peoples in Canada (acculturation, accommodation, cultural revitalization, affirmation of identity, integration)

(I, CC, GC)

1.8 examine challenges presented by globalization to identities and cultures of peoples in Canada (assimilation, marginalization, accommodation, integration, homogenization) (I, CC, GC)

1.9 analyze the efforts to promote languages and cultures in Canada in response to globalization (language and cultural legislation, revitalization of language and culture) (I, CC)

Key Issue: To what extent should we embrace globalization?

Related Issue 2: Should people in Canada respond to the legacies of historical globalization? Students will understand the effects of historical globalization on Indigenous and non-Indigenous peoples.

2.1 recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC)

2.2 exhibit a global consciousness with respect to the human condition (GC, C)

2.3 accept social responsibilities associated with global citizenship (C, GC)

2.4 recognize and appreciate the validity of oral histories (TCC, CC)

2.5 recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism (TCC, CC, I)

2.6 identify the effects of cultural contact between Europeans and Indigenous peoples in Canada and one other location (exchange of goods and technologies, depopulation, influences on government)

(TCC, CC, GC)

2.8 explore the relationship between historical globalization and imperialism (TCC, ER, LPP, PADM)

2.9 examine multiple perspectives on the political, economic and social impacts of imperialism in Canada (I, LPP, PADM)

2.10 examine the consequences of imperialism in Canada for Aboriginal Peoples (Indian Act,

consequences of residential schools, social impact on Indigenous peoples) (CC, TCC, I, GC)

2.11 analyze various attempts to address the consequences of imperialism in Canada (Royal Commission on Aboriginal Peoples, contemporary examples) (TCC, GC, PADM)

2.12 identify legacies of historical globalization and imperialism that continue to influence globalization (TCC, GC)

Key Issue: To what extent should we embrace globalization?

Related Issue 3: Does globalization contribute to sustainable prosperity for all people? Students will understand economic, environmental and other impacts of globalization.

3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM)

3.2 recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM)

3.7 explore multiple perspectives on relationships among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, GC, ER)

3.8 analyze the impact of actions and policies associated with globalization on the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)

3.9 examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

Key Issue: To what extent should we embrace globalization?

Related Issue 4: Should I, as a citizen, respond to globalization? Students will examine their roles and responsibilities in a globalizing world.

4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)

4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)

4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)

4.4 explore various understandings of quality of life (GC)

4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER)

4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)

4.7 analyze relationships between globalization and democratization and human rights (GC, PADM)

4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)

4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM)

4.10 analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)

4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

Social Studies 20-1/20-2

20-1

Key Issue: To what extent should we embrace nationalism?

Related Issue 1: To what extent should nation be the foundation of identity? Students will explore the relationships among identity, nation and nationalism.

- 1.1 appreciate that understandings of identity, nation and nationalism continue to evolve (I, C)
- 1.2 appreciate the existence of alternative views on the meaning of nation (I, C)
- 1.3 appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world (I, TCC, GC)
- 1.4 appreciate why peoples seek to promote their identity through nationalism (I, C)
- 1.5 explore a range of expressions of nationalism (I, C)
- 1.6 develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic) (I, CC, LPP)
- 1.9 analyze nationalism as an identity, internalized feeling and/or collective consciousness shared by a people (French Revolution and Napoleonic era, Canadian nationalism, Québécois nationalism, American nationalism, First Nations and Métis nationalism, Inuit perspectives) (I, TCC, C, CC)
- 1.10 evaluate the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, civic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism) (I, TCC, C)
- 1.11 evaluate the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties) (I, C, CC, LPP)

20-2

Key Issue: To what extent should we embrace nationalism?

Related Issue 1: Should nation be the foundation of identity? Students will explore the relationships among identity, nation and nationalism.

- 1.1 appreciate that understandings of identity, nation and nationalism continue to evolve (I, C)
- 1.2 appreciate the existence of alternative views on the meaning of nation (I, C)
- 1.3 appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world (I, TCC, GC)
- 1.4 appreciate why peoples seek to promote their identity through nationalism (I, C)
- 1.9 examine nationalism as an identity, internalized feeling and/or collective consciousness shared by a people (French Revolution, Canadian nationalism, Québécois nationalism, First Nations and Métis nationalism, Inuit perspectives) (I, TCC, C, CC)
- 1.10 analyze the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism) (I, TCC, C)
- 1.11 analyze the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties) (I, C, CC, LPP)

Social Studies 30-1/30-2

30-1

Key Issue: To what extent should we embrace an ideology?

Related Issue 1: To what extent should ideology be the foundation of identity? Students will explore the relationship between identity and ideology.

1.1 appreciate various perspectives regarding identity and ideology (PADM, TCC, I)

1.2 appreciate various perspectives regarding the relationship between individualism and common good (PADM, C, GC)

1.3 explore factors that may influence individual and collective beliefs and values (culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology) (I, C, LPP)

1.4 examine historic and contemporary expressions of individualism and collectivism (I, C, LPP, TCC)

1.6 explore themes of ideologies (nation, class, relationship to land, environment, religion, progressivism) (TCC, PADM, LPP)

Key Issue: To what extent should we embrace an ideology?

Related Issue 3: To what extent are the principles of liberalism viable? Students will assess the extent to which the principles of liberalism are viable in a contemporary world.

3.8 evaluate the extent to which governments should promote individual and collective rights (American Bill of Rights; Canadian Charter of Rights and Freedoms; Québec Charter of Human Rights and Freedoms; First Nations, Métis and Inuit rights; language legislation; emergencies and security legislation) (PADM, C, CC)

3.9 evaluate the extent to which the principles of liberalism are viable in the context of contemporary issues (environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship, illiberalism) (PADM, ER, LPP)

30-2

Key Issue: To what extent should we embrace an ideology?

Related Issue 1: Should ideology be the foundation of identity? Students will explore the relationship between identity and ideology.

1.1 appreciate various perspectives regarding identity and ideology (PADM, ER, TCC)

1.2 appreciate various perspectives regarding the relationship between individualism and common good (PADM, C, GC)

1.3 explore factors that may influence individual and collective beliefs and values (culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology) (I, C, LPP)

1.4 identify historic and contemporary expressions of individualism and collectivism (I, C, LPP, TCC)

1.6 identify themes of ideologies (nation, class, relationship to land, environment, religion)

Key Issue: To what extent should we embrace an ideology?

Related Issue 3: Are the values of liberalism viable? Students will understand the extent to which the values of liberalism are viable in a contemporary world.

3.7 explore the extent to which governments should promote individual and collective rights (Canadian Charter of Rights and Freedoms; Québec Charter of Human Rights and Freedoms; First Nations, Métis and Inuit rights; emergencies and security legislation) (PADM, C, CC)

3.8 evaluate the extent to which the values of liberalism are viable in the context of contemporary issues (environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship) (PADM, ER, LPP)

Aboriginal Studies 10-20-30

Aboriginal Studies 10

THEME I: ORIGIN AND SETTLEMENT PATTERNS: Students will demonstrate an understanding of the diverse cultural characteristics, origins, and migration and settlement patterns of Aboriginal peoples.

2. demonstrate an understanding that there are distinctive narrations of legends and stories that are related to cultural characteristics of Aboriginal peoples:

- appreciate the role of legends and stories of how Aboriginal peoples are interconnected to the land and nature
- distinguish between legends and stories of many diverse linguistic and cultural groups in Alberta and North America
- appreciate that Aboriginal peoples used sign language to communicate with each other and to communicate ideas and practices of land occupation in a particular territory
- research creation stories by interviewing Aboriginal Elders and researching current literature

3. demonstrate an understanding that Aboriginal peoples developed distinct cultures in differing Canadian environments:

- identify and locate the major linguistic and cultural groups in Alberta and Canada
- interpret Canada as being culturally diverse before the arrival of the Europeans
- appreciate that Aboriginal peoples shared many of the same characteristics and values; e.g., respect for nature, harmony with the land

4. recognize and demonstrate an understanding that Aboriginal peoples moved from place to place according to well-defined patterns:

- compare and contrast the main geographical regions of Canada, and examine how development of different Aboriginal cultures was influenced by various factors
- research and trace settlement and migration patterns from a historical perspective, and describe reasons for cultural migrations; e.g., investigate and trace the reasons for: buffalo hunt, cultural migratory routes, landmarks and hunting routes, intertribal awareness, leaders, alliances/treaties
- research how the geographical regions influenced Aboriginal culture by examining the following:
 - behaviours/restrictions influenced by geographical factors
 - harmony with land, clans, families
 - spiritual forces in nature/interconnectedness
 - sharing of resources
 - plants and animals
- interpret, historically, that circular seasonal time frames were a major influence for moving from place to place

THEME II: ABORIGINAL WORLDVIEWS: Students will demonstrate an understanding of aspects of Aboriginal spirituality and worldviews.

1. demonstrate an understanding that spirituality is fundamental to traditional Aboriginal worldviews:

- examine how animate and inanimate objects are interrelated and respected in Aboriginal cultures
- examine why living in harmony and unity is essential to traditional Aboriginal cultures
- analyze the role of sharing and generosity in traditional Aboriginal cultures
- research the following aspects of spirituality by; e.g., interviewing a local Elder regarding: interrelationship of animate and inanimate, harmony, unity, sharing and generosity, protocols and accepted traditional practices

- appreciate and respect the value of Elders in helping people discover their inner gifts and strengths
 - appreciate and respect the diversity of traditional spiritual beliefs and practices of Aboriginal peoples
2. demonstrate an understanding that Aboriginal stories on creation of the world and Aboriginal peoples provide a strong spiritual foundation:
- examine traditional Aboriginal stories on creation that have inspirational messages about young people recognizing their gifts, journeying to take on challenges and accomplishing feats to help others¹
 - examine the role of creation stories and legends in the lives of Aboriginal peoples in Canada
 - appreciate and respect the diversity of oral traditions of Aboriginal peoples that provides the foundation for Aboriginal worldviews and spirituality
3. demonstrate an understanding that cycle of life is fundamental to the Aboriginal way of life:
- research the significance of the following symbols:
 - theCircle²
 - MedicineWheel
 - appreciate and respect that Aboriginal peoples traditionally view life and its interrelated parts as a never-ending cycle

THEME IV: ABORIGINAL SYMBOLISM AND EXPRESSION: Students will demonstrate an understanding of Aboriginal art forms, oral tradition and literature.

1. appreciate how oral traditions influence ideas, perspectives and interpretations:
- describe the central role and function of the oral tradition as a means of cultural transmission
 - explain how oral tradition, legends, humour and stories assist in the transmission of culture
 - respond to and appreciate the importance of the oral tradition in the education and socialization processes
2. interpret and recognize significant oral symbolism and expressions:
- explore the lives, experiences and values of Aboriginal authors through their writings
 - examine the contributions made by Aboriginal authors
 - identify how Aboriginal writers use symbolism, allusions and inference to portray their messages to the reader
 - identify the different Aboriginal authors and how they use different methods in portraying their experiences. Select two Aboriginal authors; e.g., Maria Campbell, Verna Kirkness, Gail Bear:
 - explore the life experiences of Aboriginal authors and determine how they influenced what they wrote about
 - identify and evaluate the methods each author uses to bring the message to the reader
 - relate to how the authors portrayed the human experience through their writings
 - discuss how the authors' beliefs and values influenced their writings
 - examine the purpose that each author had in mind
3. develop an understanding of many Aboriginal art forms, oral tradition and literature:
- identify and appreciate the diversity of cultural expression of Aboriginal peoples
 - describe the relationship of environment expressed in the art form, oral tradition and literature of each Aboriginal group
 - compare similarities and differences in expressions of environmental relationships
 - develop an understanding that Aboriginal art reflects the belief that art is holistic in nature and is

integrated in all aspects of Aboriginal life

- compare how Aboriginal oral tradition connects the expression of personal, spiritual, social and cultural aspects of that individual within the group
- appreciate Aboriginal philosophy, spirituality and love of land and nature.

Aboriginal Studies 20

THEME II: TREATIES AND CULTURAL CHANGE: Students will demonstrate an understanding of the effects of treaty relationships between First Nations people and the Government of Canada.

7. demonstrate an awareness that First Nations people throughout the world are diverse in their culture, identity and security:

- compare the similarities and differences among the spiritual, political, economic, educational and social structures, and inherent rights of indigenous people in other parts of the world

THEME III: LEGISLATION, POLICIES AND CULTURAL CHANGE: Students will demonstrate an understanding of the effects of government policies, legislation and practices on Aboriginal cultures and peoples.

3. demonstrate an understanding of the impact of change upon Aboriginal peoples:

- research and report on the concept of Indian reserves:
 - reasons for establishing reserves
 - choice of locations in Alberta
 - groups involved, dates and timelines from the signing of the treaties to the present
 - impact on changes in lifestyle
 - concept of displacement
 - history of the reserve concept as it relates to imperialism and colonization; e.g., New France, Upper Canada or British Columbia
 - use of permits to restrict freedom of movement
 - relocation and the role of the North West Mounted Police (NWMP) and Royal Canadian Mounted Police (RCMP)

ABORIGINAL STUDIES 30

THEME I: ABORIGINAL RIGHTS AND SELF-GOVERNMENT: Students will demonstrate an understanding that Canadian Aboriginal peoples have an inherent right to self-government and self-determination.

2. demonstrate an understanding of how First Nations and Métis land rights are based on differing premises:

- discuss the oral history passed on to Aboriginal peoples of the belief that First Nations existed on Canadian land before the arrival of the Europeans

Music 1-6

B. GENERAL LEARNER EXPECTATIONS Through the elementary music program, students will develop:

- enjoyment of music
- awareness and appreciation of a variety of music, including music of the many cultures represented in Canada
- insights into music through meaningful musical activities
- self-expression and creativity
- musical skills and knowledge.

SKILLS The skills and concepts of the music program are interrelated. Concepts are essentially taught through the participation of students in the six skill areas:

- singing
- listening
- moving

