



Global Encounters
International Student
Video Conferences

We Are All Treaty People: Canada's 150+10,000 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 We Are all Treaty People: Canada's 150+10,000, 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 in May 2018.

We are All Treaty People: Canada's 150+10,000 video conference is where students and educators will have the opportunity to discuss the history of treaties within Canada. Students will discuss with guest speakers current issues surrounding existing signed treaties and the impacts these agreements have had and continue to have on Indigenous communities. Students will also have the chance to explore and share their thoughts on the concept of Canada's 150th + 10,000 years and how it relates to both treaties and Canada's history.

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@tged.org

- The Global Encounters Team

We Are All Treaty People

Date: May 2018

Time: 09:00-10:20 MT/11:00-12:20 ET

Total Run Time: 80 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)

- 9:00 –9:05 MT / 11:00 – 11:05 ET
Welcome, Introductions (Each school will have one minute to introduce their school)
- 9:05 – 9:25 MT / 11:05 –11:25 ET
Guest speaker(s) introduction(s) & presentation
 - Dr. Dwayne Donald
 - Roger Epp Editor of “We Are All Treaty People”
- 9:25 – 10:00 MT / 11:25 –12:00 ET
 - Guest speaker presentation
 - Q & A/feedback/art reflection
- 10:00– 10:20 MT/ 12:00 – 12:20 ET
Summary and Closing Remarks

SPEAKER

Roger Epp

Dr.Dwayne Donald

Guiding Questions:

- 1) What is a treaty?
- 2) From an indigenous perspective, what was the spirit and intent of the treaties?
- 3) To what extent has the spirit and intent of the treaties been honoured?
- 4) To what extent has this spirit been upheld by indigenous and nonindigenous people?
- 5) What ongoing issues exist about treaties?
- 6) What does “We Are All Treaty People,” mean?

Observation Link

<https://livestream.com/takingitglobal/events/7195417>

Key Dates: We Are All Treaty People

Date	Activity	Description
May 10th	Classroom Collaboration	Between May 10th to June 8th, students can/will engage in activities to learn more about their culture and identity as well as about Indigenous cultures, and interact with their peers to discuss their project ideas through the Virtual Classroom (online collaboration space).
June 8th	June 8th, We Are All Treaty People: LIVE Video Conference	On this day, participating classrooms will join LIVE together to converse about the history of Canada's treaties, discuss the current situation with Canada's treaties, and discuss the topic of "We Are All Treaty People."

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 9:00-10:20 am (Mountain time) in May 2018.

Testing and setup for Video Conference

We will be connecting using **Zoom**, which is a free online collaboration tool. This is a downloadable conferencing software that can be used on any laptop. All you need is a laptop, webcam and the internet. Here is a [link](#) to a video describing how to use the software. Here is a [link](#) to a written step-by-step guide.

Activity Outline

Ahead of the video conference, you will lead your class through 1 (or all) of the activities available in the assignments section of the teacher's guide, each designed to take one or two class periods (for Secondary) and two or three 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.

Pre-conference Activities

The following chart contains a brief overview of the suggested learning activities found in this teacher resource. The Lesson Plans/Activities are merely suggested guides for student preparation. The one component that we ask all classrooms to participate in, is to create responses to the **two critical questions/statements** below.

Please have your students work in groups to complete the assignments.

Activity	Description
Exploring Treaties Pt.I: A Historical View	This activity explores the history of the Treaties, based on an Indigenous perspective, as well as a Non-Indigenous perspective. What did the signing of treaties mean for EVERYONE?
Treaties and Contemporary Issues	This activity explores contemporary issues that are ongoing in Indigenous communities around Canada.
Exploring Treaties Pt.II: What Next?	Lastly, this activity will allow students to discuss where they think Canada should be in the next 150 years in regards to the treaties and the relationships between Indigenous peoples and Non-Indigenous peoples.

Critical Questions

During the conference, in addition to the opportunity to ask questions of the expert panel, students are invited to share the research they have done around the two critical questions/statements:

- 1. Investigate the impact of land on the identity of First Nations, Metis and Inuit peoples in Canada. What is the influence of varying views of the land in motivating the treaty relationship. Lastly, explore unfulfilled aspects of Treaties (e.g., education, health care) in Canada and discuss the social and economic implications of those unfulfilled aspects.**
- 2. How has Treaty influenced the identity of us as Canadians? How have all Canadians benefitted from the Treaties? Describe how treaties have shaped the lives of First Nations people, both positively and negatively, be sure to support your response.**

Students are welcome to choose any medium they would like (videos, Prezi’s, Photo journals, etc.) In order to receive feedback from their peers, we require the responses to be done prior to the conference as students will be paired with one or more schools from different communities to collaborate and share their findings.

Task 1	Description
<p>Exploring the Treaties</p> <p>Metis Settlement Exploration and discussion</p>	<p>Before <i>(See below for the attached lesson plans!)</i></p> <p>Firstly, have students in groups of 2-3 explore the two sources below to help develop background knowledge on treaties in Canada. To ensure proper navigation, students need to complete the attached question sheets. questions (answers have been provided in an attached lesson plan):</p> <p style="text-align: center;">Indigenous Peoples: Treaties Interactive treaty map</p> <p>Secondly, discuss why Metis settlements are not discussed as often as First Nations treaties. Use the link below to show students where in Alberta Metis settlements are.</p> <p style="text-align: center;">Interactive Treaty/Settlement Map</p> <p>Based on the new knowledge of treaties, how are First Nations treaties and Metis settlements similar? Do the Metis hold treaty rights? Have students research Metis treaty history by having them search online, suggest they use tags such as “Metis Treaty map,” “Metis treaty rights,” etc.</p>

Task 2	Description
<p>Treaty projects</p>	<p>Have the students complete at least one of the treaty projects presented below:</p> <ul style="list-style-type: none">-Give students each of the treaty projects to choose from, students are to complete at minimum one assignment, but are more than welcome to complete others, if they choose.

LESSON PLANS

Backgrounder on Treaties

Objective: To help build student background knowledge on Canada's treaties, the history of, and contemporary issues that are faced.

Preamble: This lesson is to be delivered prior to all projects or discussions on treaties to help ensure that students understand that treaties are still relevant in place and action today, as well as how the signing of the treaties 140 years ago, still impact Indigenous communities today.

Materials Needed:

Treaties powerpoint (provided) Click [here](#) to access Powerpoint

Treaties videos (embedded in the powerpoint)

Treaties questions and worksheets

Time needed

Approximately 2 class periods

Prep

Print off student version of notes (optional)

Print off or have digital copies available of all student worksheet

Execution:

1)Handout powerpoint notes to students (optional)

2)Go through the powerpoint with students, showing them the supplemental videos as you go along (they are embedded within the powerpoint).

3)Throughout the powerpoint have the students go into breakout groups to discuss topics surrounding impacts of treaties, both historically, but in today's society.

Treaties and Perspectives - Research & Exploration

Objective: For students to explore the making of treaties as well as explore multiple perspectives surrounding treaties, and the treaty making process.

Materials Needed:

Student activity sheets (provided)

Computers, phones, tablets, etc.

Teacher resource (provided)

Time Needed:

Approximately 1 class period

Prep:

Complete the Treaties backgrounder lesson

Book computer lab, computer carts, etc.

Print off student activity sheets (1 per person)

Execution:

- 1) Organize students into groups of 3 or 4
- 2) Hand out student activity sheets
- 3) Have students use the provided websites to access the information.
- 4) Once students are complete the activity sheet, discuss as a class, or have them hand in (answers are provided for you in the teacher resource, please note, students do not have to answer word for word, as long as they have the general idea)

Treaties Projects Lesson Plan

Objective: To have students interact with the treaty process and discover positive and negative impacts of treaties on Indigenous and Non-Indigenous peoples across Canada.

Materials Needed:

Student project sheets

Computers, computer labs, tablets, etc.

Poster paper

Art and crafts supplies

Time Needed:

Approximately 2 class periods

Prep:

- 1) Introduce each Treaties project to the class (3-5 minutes EACH)
- 2) Have students choose which project they would like to complete (give 1-2 minutes to decide)
- 3) Have students collect the project guide they chose. (1 minute)
- 4) Based on student choice of project, create groups OR have students go into groups have them choose which project they would like to complete. (2 minutes)
- 5) Have students start their preliminary work, have them discuss and take notes on their background knowledge of treaties, social impacts, causes/effects, etc. (10 minutes)
- 6) For the remainder of class, allow students to begin their research on their desired project.
- 7) Continue and complete during the next class.

STUDENT ACTIVITY SHEETS

Treaty website exploration questions: Part A. Canadian Encyclopedia resource

Instructions: Work a group of 3 or 4 to answer the questions below. Use the following website to answer the questions below.

<http://www.thecanadianencyclopedia.ca/en/article/aboriginal-treaties>

A. Definitions:

1. Cede (Cession):

2. Adhesion:

3. Land Title:

4. Annuity:

B. Written Response:

1. What are treaties? And what did they describe?

2. What is the difference between how Indigenous agreements and European agreements were made?

3. What does the “Covenant Chain” refer to?

4. What was a “Wampum belt,” and what did it signify?

5. Briefly describe how the 7 Years’ War changed the treaty making process.

6. Section 35 of the “Constitution Act” is important for what reason?

Part C. Table of Perspectives.

Instructions: Complete the tables to compare and contrast perspectives of treaties, land ownership, and leadership and consensus. Use the provided website to gather your information. DO NOT simply copy and paste, be sure to put the information in your OWN words.

[The Treaties: Two Different Views](#)

Government View on Treaties	First Nations View on Treaties

European View On Land Ownership	First Nations View on Land Ownership

First Nations View on Leadership & Consensus	European View on Leadership & Consensus

Treaty 6, 7, 8 Research Project

Preamble: After Confederation in 1867, treaty-making between First Nation and Canada became increasingly systematic. Between 1871 and 1921, the Canadian government negotiated eleven treaties with First Nations across the West to free up more land for settlement. These treaties, known as the numbered treaties, were supposed to balance the needs of incoming settlers with the traditions of the First Nations.

Instructions: Your task is to create a presentation – this can be a prezi, powerpoint, video, etc.- about either treaty 6, 7, or 8. Your teacher will determine what Treaty you are given.

Specifics:

Your presentation should include pictures and maps to help demonstrate your understanding of your given treaty. **You must also include a list of resources you used.**

Your research and presentation should answer all of the questions below:

NOTE: Typing each question into Google will not give you the answer. You have to visit several websites, do some READING, WATCH some videos and formulate your own answers to these questions based on what you have learned.

1. Treaty Number researched. Date signed.
2. Where was the treaty signed? Why was this location selected?
3. First Nations involved?
4. What was included in the treaty making process? (Process?)
5. What promises were made by the Canadian government in the treaty?
6. What were the terms of this particular treaty? (What did each side “get” and “give up”?)
7. How did the treaty provide the First Nations with sovereignty?
8. What was the spirit and intent of the treaties from a First Nations perspective?
9. Were there any promises made within the treaty that were not fulfilled by the government? If so, what were they?
10. Why are the treaties still significant today?

Assessment Rubric for Presentations

	Exemplary 6	Accomplished 4	Developing 2	Beginning 1
Organization	Information presented in logical, interesting sequence	Information in logical sequence	Difficult to follow presentation--student jumps around	Cannot understand presentation--no sequence of information
Subject Knowledge	Goes beyond the questions listed, and elaborates in detail on the subject matter.	At ease with expected answers to questions but does not elaborate. Sticks to basic questions	Uncomfortable with information and is able to answer only rudimentary questions	Does not have a grasp of the information. Cannot answer questions about subject
Graphics	Explain and reinforce screen text and presentation	Relate to text and presentation	Occasionally uses graphics that rarely support text and presentation	Uses superfluous graphics or no graphics
Research	Uses a variety of sources in reaching accurate conclusions. Goes beyond the basic questions	Uses a variety of sources in reaching conclusions. Sticks to the basic questions.	Presents only evidence that supports a preconceived point of view	Does not justify conclusions with research evidence
Project Expectations	Student meets and exceeds all the expectations in the assignment. Answers all the questions with detail and insight	Student meets the expectations, missing one or two. Answers all the questions in a basic fashion.	Many expectations have not been met. Only very basic answers are provided	Does not meet expectations

Treaty Map

(Adapted from The [Government of Canada website](#))

Preamble: The numerous treaties in Canada cover different areas and affect different First Nations.

Objective: To have students explore the locations and make-up of the 13 treaties.

Instructions: Your teacher will divide the class into 13 groups and assign each group a province or territory. Each group is to make a five minute oral report or presentation (powerpoint, prezi, other forms of multi-media) to the class on the treaties that affect the province or territory they have been assigned.

Your presentation needs to include:

- the number of treaties in the province or territory;
- the year in which the treaties were signed;
- the Aboriginal groups affected by the treaty; and
- the types of treaties; i.e., peace and friendship, pre-Confederation, numbered or modern-day.

Assessment Rubric for Presentations

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Project Expectations	Student meets and exceeds all the expectations in the assignment. Answers all the questions with detail and insight	Student meets the expectations, missing one or two. Answers all the questions in a basic fashion.	Many expectations have not been met. Only very basic answers are provided	Does not meet expectations

Treaties-A Movie in the Making

(Adapted from Adam Ambrozy)

Part A

Research

Instructions: You will work with a partner for this assignment. Research one of the numbered treaties (1-13) and create a Word document to compile your research. Students **must** answer the following questions within your assignment:

1. Treaty Number researched. Date signed.
2. Where was the treaty signed? Why was this location selected?
3. First Nations involved?
4. What was included in the treaty making process?
5. What promises were made by the Canadian government in the treaty?
6. What were the terms of this particular treaty?
7. How did the treaty provide the First Nations with sovereignty?
8. What was the spirit and intent of the treaties from a First Nations perspective?
9. Were there any promises made within the treaty that were not fulfilled by the government? If so, what were/are they?
10. Why are the treaties still significant today?
11. Create a guiding question and have another classmate answer it.

Part B

Multimedia Presentation

Instructions: Students will create a **2-3 minute** multimedia presentation using Windows Movie Maker that provides the viewer with history and information about their selected treaty. The presentation can be a sequence of historical pictures related to treaty signings, with music, and a voice over that describes the history of the chosen treaty. If you are completing option #1, please use a minimum of **4 pictures per minute** of each video. All questions must be answered within your presentation.

As well, students have the option of making a **2-3 minute** vlog or newscast type of video to share information with “viewers” who have no prior knowledge of the treaties and will explain the history of their selected treaty and why they still remain significant. All questions must be answered within your vlog or newscast video.

Script

Using your research and information gathered you will create a script for your multimedia presentation. This script **must** be completed and handed in with your multimedia presentation. Your script will provide the details of your multimedia project and must be typed or handwritten in an appropriate Format.

Script Formatting:

Option #1: Students will author a **200-300** word script that will become the audio for their multimedia presentations. Each script must include pictures being used in your multimedia presentation with a full detailed description of what the picture represents and how it is connected to the numbered treaties. The pictures that you will select will be collected via internet search of the treaties and will be of significant people, items, locations, etc. involved in the treaty making process. Additionally, students will be required to include text information here that will be their voice over lines for their presentations.

Example:

Picture #6

Picture description: Ceremonial pipe used by First Nations. From a First Nations perspective, the ceremonial pipe is used as a way of sealing the treaties in a spiritual manner.

Text: The pipe was used during the signing of Treaty 8 as a way of sealing the treaties and connecting all those involved with the Creator. Each pipe was shared with all First Nations and government representatives before the treaty was signed.

Option #2: Students will author a **200-300** word script for a “vlog” or “newscast” that will be an informational video for viewers who do not have any prior knowledge of the Numbered Treaties. Each script will include the scene and full description of what your discussion will be about for that particular scene and why it is significant to the treaties. Additionally, students will be required to provide detail of the text (lines) being used for that scene.

Example:

Scene description: Vlogger will be discussing the language barriers that occurred during the signing of the treaties. The treaties were written in English and many of the words used could not be fully translated to traditional First Nation languages. Due to this, much of the treaties were not fully understood by First Nations peoples.

Text: When Treaty 6 was being signed it was written in the English language and many of these words could not be translated into traditional First Nation languages. As a result, many First Nations leaders could not understand what was being asked of them when they signed the treaty and were unaware of what was included in the written documentation. For example, in many traditional First Nation languages there is no word for the ownership of land and this idea could not be internalized by First Nation leaders.

Assignment Plan

We will be working in the computer lab on our assignments for the duration of the week and you will need to utilize that time for your research, script, and presentation/movie creation. The plan for the week is as follows:

Required for Submission:

1. Script
 - Scripts can be submitted either electronically (via email) or hard copies can be provided to teacher. Students have the option of handwriting or typing their scripts.
2. Multimedia Project
 - We will inform you in class of the requirements for submission of your digital media project.

Name: _____

CATEGORY	Excellent /5	Good /4	Satisfactory /3	Needs Improvement /2
Research	Demonstrates full knowledge of treaties and has answered all questions with full elaborations and explanations within presentation.	Demonstrates some knowledge and answers most questions within presentation.	At ease with subject knowledge but does not fully answer all questions within presentation.	Does not have a grasp of the information. Does not answer questions within presentation.
Engagement	Content is engaging -- viewer is left with thought-provoking ideas and/or the story develops in a way that's different from initial expectations. Useful for prompting discussion and dialogue.	Content is interesting -- viewer is left with thought-provoking ideas and/or the story develops in a way that's different from initial expectations.	Some surprises and/or insights, but can be interpreted to be general ideas.	Very general, predicting, and not very interesting.
Expectations	Student has answered all required questions within their presentation and has provided an excellent amount of explanation and support for their content.	Student has answered 8-10 questions within their presentation and has provided very good support for their content.	Student has answered 5-7 questions within their presentation and has provided sufficient explanation or support for their content.	Student has answered none or 1-4 of the questions and has not provided any explanation or support for their content.

<p>Voice</p>	<p>Voice quality is clear and consistently audible throughout the presentation. If music is used, it enhances the piece and matches the story line.</p>	<p>Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation. If music is used, it matches the story line.</p>	<p>Voice quality is clear and consistently audible through some (70-84%) of the presentation. If music is used, it is not distracting -- but it also does not add much to the story.</p>	<p>Voice quality needs more attention. If music is used, it is distracting, too loud, and/or inappropriate to the story line.</p>
<p>Quality of Communication and Conventions</p>	<p>All statements are clearly expressed, contain appropriate vocabulary, and use correct conventions of writing.</p>	<p>Most statements are clearly expressed, contain appropriate vocabulary, and use fairly accurate conventions of writing.</p>	<p>Few statements are clearly expressed. They may contain inappropriate vocabulary, and do not use correct conventions of writing.</p>	<p>Difficult to read and comprehend.</p>

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 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)
- What movement or migration within Canada contributed to the populating of Alberta? (LPP, TCC)
- In what ways did Francophones establish their roots in urban and rural Alberta (i.e., voyageurs, missionary work, founding institutions, media, politics, commerce)? (CC, I, LPP, TCC)
- How did the Métis Nation and Métis settlements contribute to Alberta’s identity (i.e., languages, accomplishments)? (CC, I, LPP, TCC)
- How did British institutions provide the structure for the settlement of newcomers in Alberta (i.e., North West Mounted Police, schools, lieutenant-governor, Assembly of the Northwest Territories)? (GC, I, PADM, TCC)
- How did European immigration contribute to the establishment of communities in Alberta in the late 19th century and early 20th century? (CC, GC, I, TCC)
- How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities? (CC, GC, LPP)
- How are agriculture and the establishment of communities interconnected? (ER, LPP)

General Outcome 4.3 Alberta: Celebrations and Challenges: Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically and socially since 1905.

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)

4.3.2 assess, critically, the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following questions and issues:

- What led to Alberta's joining Confederation? (TCC, PADM)

- What key events have impacted the economy of Alberta (i.e., drought of the 1930s, discovery of oil)? (ER, LPP, TCC)

- In what ways have occupations and commerce been affected by geography, climate and natural resources in Alberta (i.e., forestry, agriculture, aviation, seasonal activities, tourism)? (ER, LPP, TCC)

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)

- 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)

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 6

6.1 Citizens Participating in Decision Making: Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.

6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities:

- recognize and respect the democratic rights of all citizens in Canada (C, I)
- value the role of the Canadian Charter of Rights and Freedoms in protecting individual and collective rights and freedoms (I, PADM)
- recognize the influence of historical events and legislation on democratic decision making in Canada (TCC, PADM)

6.1.3 analyze how the democratic ideals of equity and fairness have influenced legislation in Canada over time by exploring and reflecting upon the following questions and issues:

- How does the Canadian Charter of Rights and Freedoms protect the individual rights and freedoms of all Canadians? (I, PADM)
- How does the Canadian Charter of Rights and Freedoms protect collective rights in Canada (i.e., Aboriginal rights, the linguistic rights of official language minorities)? (I, PADM)
- How did the Treaty of La Grande Paix de Montréal address collective identity and collective rights? (I, PADM, TCC)
- How do the Treaty of La Grande Paix de Montréal and the Canadian Charter of Rights and Freedoms compare in the way that each addresses individual and collective identity and collective rights? (PADM, TCC, I)
- Why is the Canadian Charter of Rights and Freedoms entrenched in the Canadian Constitution? (C, I, PADM)

6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues:

- How do associations such as the Association canadienne-française de l'Alberta (ACFA), the Métis Nation of Alberta Association (MNAA) and the First Nations Authorities (FNA)

provide their members with a voice, at local and provincial levels, exercising historical and constitutional rights? (C, I, PADM)

6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy: Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy.

6.2.1 appreciate the relationship between the values of a society and the model of government adopted within a society (PADM)

6.2.2 value the role of participation by citizens in diverse democratic societies (C, PADM)

6.2.4 analyze the structure and functions of the Iroquois Confederacy by exploring and reflecting upon the following questions and issues:

- How was the Iroquois Confederacy structured? (PADM)
- What was the role and status of women within the Iroquois Confederacy? (I, PADM)
- What are the advantages and disadvantages of consensus as a decision-making model for government? (PADM)
- How did the Six Nations use the consensus-building process? (PADM)
- How did the Wampum Belt address collective identity? (I, PADM)
- How did the social structure of the Iroquois Confederacy impact its political structure? (CC, PADM)
- To what extent did the decision-making process within the Iroquois Confederacy reflect democratic ideals of equity and fairness? (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)

7.1.5 assess, critically, the political competition between the French and the British in attempting to control North America by exploring and reflecting upon the following questions and issues:

- In what ways did conflicts between the French and the British in Europe impact North America? (TCC, LPP)
- How did conflicts between the French and the British in Europe become factors in the Great Deportation of the Acadians in 1755? (I, C, LPP, GC)
- To what extent was the Battle of the Plains of Abraham the key event in achieving British control over North America? (TCC, LPP, GC)
- How was British North America impacted by rebellion in the 13 colonies and by the subsequent Loyalist migration? (LPP, ER, TCC)

7.1.6 assess, critically, how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:

- What was the role and intent of Chief Pontiac in controlling British forts? (PADM, TCC)
- How was the Royal Proclamation of 1763 an attempt to achieve compromise between the Aboriginal peoples, the French and the British? (PADM, TCC)
- How did the Québec Act of 1774 contribute to the foundations of Canada as an officially bilingual country? (PADM, TCC)
- What was the role of Chief Tecumseh in the War of 1812? (PADM, TCC)
- How did the War of 1812 contribute to British identity in Canada? (I, LPP, TCC)
- How did the War of 1812 contribute to defining Canada's political boundaries? (LPP, TCC, I)

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)

7.2.4 assess, critically, the role, contributions and influence of the Red River Métis on the development of western Canada by exploring and reflecting upon the following questions and issues:

- What factors led to Louis Riel's emergence as the leader of the Métis? (TCC, PADM, I, CC)
- What similarities and differences exist between the causes of the Red River Resistance in 1869 and the causes of the second Métis uprising in 1885? (TCC, PADM, LPP)
- How did the Government of Canada's response to the Red River Resistance and the second Métis uprising solidify Canada's control of the West? (TCC, PADM)
- To what extent were the Red River Resistance and the second Métis uprising means to counter assimilation? (PADM, I, C)
- What were the Métis, First Nations, French and British perspectives on the events that led to

the establishment of Manitoba? (TCC, PADM, I, CC)

- How was the creation of Manitoba an attempt to achieve compromise between the Métis, First Nations, French and British peoples? (TCC, PADM, I, LPP)
- To what extent were the Manitoba Schools Act and evolving educational legislation in the Northwest Territories attempts to impose a British identity in western Canada?

(I, PADM, TCC)

7.2.5 evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues:

- What factors led to the purchase of Rupert's Land in 1869? (TCC, PADM, LPP)
- How did the National Policy determine the economic and demographic aspects of Canadian expansion? (TCC, ER, PADM, 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)

7.2.7 assess, critically, the impact of urbanization and of technology on individual and collective identities in Canada by exploring and reflecting upon the following questions and issues:

- What impact has increased urbanization had on rural communities in Canada? (LPP, CC)
- How did the emergence of large factories in Canada contribute to the development of Canada's economy? (ER, PADM)
- In what ways did technological advances contribute to the development of Canada (e.g., aviation, farming equipment, radio transmissions, electronics, multimedia)? (ER, PADM)

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)
- How do governments recognize Métis cultures and rights through legislation (i.e., treaties, governance, land claims, Métis Settlements in Alberta)? (PADM, I, CC, 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)

2.6 examine impacts of cultural contact between Indigenous and non-Indigenous peoples (exchange of goods and techno

2.7 explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism) (TCC, ER, PADM)

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 historical globalization and imperialism (I, LPP, PADM)

2.10 examine imperialist policies and practices that affected Indigenous peoples (British rule in India, British and French rule in Canada, post-colonial governments in Canada) (TCC, PADM, GC)

2.11 analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations (consequences of residential schools, social impact on Indigenous peoples, loss of Indigenous languages, civil strife) (GC, CC, TCC, 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.

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

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.

1. demonstrate an understanding of different perspectives to the origin and settlement of Aboriginal peoples in North America:

- appreciate that many Aboriginal peoples identify with creation stories that introduce place and identity in their culture

- demonstrate an awareness that creation stories reflect spiritual connections to the land

- identify cultural characteristics to geographical features occupied by the first people on land

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

5. demonstrate an understanding that mutual support connected various Aboriginal peoples:

- appreciate that Aboriginal peoples' practice of mutual support was essential for survival
- appreciate that the traditional concepts and practices of mutual support and conflict resolution have been adopted by mainstream society

6. demonstrate an understanding that, historically, Aboriginal peoples were sovereign nations and Europeans and Aboriginal nations coexisted in a state of mutual recognition of sovereign status with mutual economic benefits from trades:1

- research traditional Aboriginal governance and characteristics of organization; e.g., clans, families, bands, leaders/chiefs, councils of leaders/chiefs, leader/chief of council
- analyze that economic prosperity came through trade and early European contact

7. demonstrate an understanding that the Métis family unit gave rise to what is now known as the Métis people:

- identify and explain how Aboriginal peoples shared resources with fur traders, explorers, missionaries and settlers
- appreciate mutual support between Aboriginal peoples and colonial governance
- research the fur trade as an essential, mutual support for Aboriginal peoples
- investigate the origin of the Métis family, and describe similarities and differences between Métis and First Nations families
- recognize that the Métis advanced by adapting along with European technology and forming a new cultural identity; e.g., Métis sash, the fiddle, Red River jig, Métis flag, Red River cart, York boats
- research, identify and describe the development of Métis communities, including Métis settlements in Alberta

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
- 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 others
- 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 III: POLITICAL AND ECONOMIC ORGANIZATION: Students will demonstrate an understanding of the political and economic organization of Aboriginal peoples.

1. demonstrate an understanding of the historical, political and economic organizations of the First Nations, Métis and Inuit people
2. demonstrate an understanding of how the interaction of two cultural groups has resulted in political and economic adaptation and/or interdependence:
 - research and report on the influences of Europeans and Aboriginal peoples on each other
 - compare economic and political structures of two groups; e.g., hereditary chiefs, band and tribal customs and Indian Act chief, Chiefs' committee on economic development
3. demonstrate an understanding of the contributions of Aboriginal peoples to the historical trade:
 - describe the roles of Aboriginal peoples in the Canadian fur trade—beaver, seal, buffalo
 - evaluate the effects on Aboriginal peoples as the fur trade declined
 - appreciate the contribution of Aboriginal peoples as fur traders and entrepreneurs of the West
 - appreciate and respect contributions of the Buffalo Jump
4. demonstrate an understanding that many Aboriginal peoples have successfully entered into the world of business to improve their quality of life while keeping in balance traditional practices:
 - analyze and evaluate how oil, gas and lumber entrepreneurships have changed the quality of life in Alberta Aboriginal communities
 - analyze how traditional values of sharing and generosity influence economic practices of Aboriginal leaders in managing resources to improve the quality of life for Aboriginal peoples; e.g., economic development, self-government, maintaining a sustainable environment
 - research and describe how Aboriginal peoples have successfully contributed in the provincial, national and international marketplace
5. demonstrate an understanding of the current issues being addressed by Aboriginal political and economic organizations:
 - describe and analyze Aboriginal political and economic issues, including:
 - poverty
 - economic instability
 - land cooperatives; e.g., in 1800s, small groups of Iroquois and voyageurs were brought from the east to work in trading companies—they settled in the Jasper and Grande Cache areas, intermarried with the Cree, and set up land cooperatives
 - appreciate how leaders are striving to strengthen Aboriginal peoples economically and politically

6. demonstrate an understanding of why Aboriginal peoples of Canada have formed unique organizations and alliances to deal with the federal and/or provincial governments:
 - First Nations: Assembly of First Nations (AFN), Tribal Councils (6, 7, 8, Independent)
 - Métis: Métis Nation of Alberta (MNA)
 - describe Aboriginal peoples organizations as to their mandates in:

- improving the quality of life
- self-government
- economic development
- protection of treaties

- appreciate the role of Aboriginal involvement in Alberta political and economic organizations.

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.

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.

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1. demonstrate an understanding of the emergence of the Métis and how they evolved into a new Aboriginal culture in Canada:

- develop an understanding of the term “Métis” by discussing its past and present meanings
- examine how the culture of the Métis people emerged from the roles they played in the fur trade
- evaluate and appreciate Métis people’s contributions
- respond to the sensitivity of interrelated, interconnected and interdependent relationships by discussing “cultural mixing”

2. appreciate that conflict can arise among cultures because of differing political, economic and social perceptions and practices:

- discuss how first contact caused conflict and alliances between cultures
- appreciate and respect the importance of negotiation in resolving conflict
- appreciate the nature and use of power and authority
- research and evaluate conflicts and cooperation between the Government of Canada and the emerging Métis Nation with respect to:

- significance of the survey of the Red River settlement and the role of surveyors

- characteristics of the lives of Métis and First Nations people
 - the impact of the disappearance of the buffalo and decline of the fur trade
 - the impact of “scrap” on Métis people
3. demonstrate an understanding of Métis history in Manitoba and Saskatchewan:
- examine how a minority group with its own political and social institutions will sometimes oppose new cultural institutions that are seen to be forced upon them by the majority culture
 - define and contrast the differences between “rebellion” and “resistance”
 - discuss the intentions and impact of the Canadian government’s efforts to build a strong and unified nation
 - identify and evaluate the reasons for the conflict in Manitoba surrounding the Manitoba Act of 1870
 - discuss the role of First Nations people in the Riel Resistance
 - evaluate the after-effects of the Riel Resistance on the lives of Métis people relative to changes in lifestyles

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.

1. demonstrate an understanding that First Nations people perceived treaties as recognized sovereign agreements:
- analyze how Britain recognized First Nations sovereignty:
 - discuss unique relationships among community, land and leadership based on mutual support and consensus
 - discuss how First Nations community needs were met by examining their cultural values, laws and regulations, decision making, nation/community support, discipline and lawbreakers
 - describe similarities and differences among clans, bands and families in the areas of leadership, cooperative efforts, governance, consensus, consultation, administration, law, principles of sovereignty
 - research the intent of treaties:
 - describe how First Nations people developed coexisting relationships through contact resulting from trading, making treaties, making alliances, sharing territories
 - describe how First Nations established crown land to be protected and held in trust
 - compare and contrast the First Nations views of unique relationships to land based on laws of nature as opposed to economic pursuits, material wealth and technology
 - appreciate that the unique relationship between First Nations people and the land is rooted in traditional beliefs
2. demonstrate an understanding that First Nations people based treaty agreements on the principle of consensus based on traditional beliefs:
- identify, locate and discuss treaties that were of peace and friendship
 - appreciate First Nations as seeking solutions that have spiritual, social and environmental integrity
3. demonstrate an understanding of how some treaties were a mechanism whereby the Canadian government received title to ceded lands and in return First Nations retained areas of reserved land with certain rights:
- identify, locate and discuss land-based treaties

- research and discuss treaties signed on the prairies:
 - reasons for treaties by First Nations and the Canadian government
 - reasons why First Nations accepted the treaties
 - areas of Treaty 6, 7 and 8 and the Nations involved
 - discuss the roles of people who were influential in treaty making; e.g., Jerry Potts, Big Bear, William Robinson, Red Crow, Poundmaker, James McLeod, George McDougall, Crowfoot
 - appreciate, respect and compare the viewpoints of First Nations people, Métis people and the federal government toward treaties
4. demonstrate an understanding of the influences of missionary religious institutions on First Nations and Métis people
5. demonstrate an understanding that there were many policies, acts and treaties passed by the federal government that had an impact on First Nations people and their way of life:
 - research and evaluate the Royal Proclamation of 1763 and the Indian Act of 1876, as it relates to:
 - protectionism, control and assimilation
 - the Indian Act amendments concerning Indian ceremonies
6. demonstrate an understanding of why the First Nations people resisted government policies:
 - analyze Bill C–31, its history and implications
 - analyze the federal government policy and attitude toward disenfranchisement
 - analyze the proposed policies of the government; e.g., White Paper, 1969,1 and identify other policies that affected First Nations people
 - analyze the Red Paper,2 a counter proposal by Alberta Indian Chiefs
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
8. demonstrate an understanding that First Nations people of Canada and the world share a common view of inherent rights:
 - examine and evaluate the current state of inherent rights of indigenous people in other parts of the world
 - appreciate and respect that First Nations people throughout the world share a common view of the inherent right to govern themselves
9. demonstrate an understanding that there are differences of opinion among First Nations people and the federal and provincial governments regarding treaty rights:
 - appreciate and respect First Nations who seek cultural continuity for self-determination
 - appreciate and respect the differing viewpoints of negotiations and agreements between the federal government and First Nations people
10. demonstrate an appreciation for First Nations groups and leaders who are committed to the struggle of self-determination and the continuation of their culture, institutions and traditions:
 - discuss the following organizations and their position on inherent rights and self-government:
 - First Nations
 - Métis Nation
 - Métis Settlements General Council
 - federal government

- provincial and territorial governments
- identify and analyze the differences and reasons for the views on self-government by these groups:
 - First Nations
 - Métis Nation
 - Métis Settlements General Council
 - federal government
 - provincial and territorial governments.

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.

1. demonstrate an understanding of the nature and impact of the legislation and policies of the French and British governments on Aboriginal peoples:

- identify the differences between French and British government policies affecting Aboriginal peoples, and evaluate the impact of those policies on Aboriginal peoples
- evaluate and report on how legislation enacted by the British government demonstrated the perspective of that government by reviewing relevant excerpts from the following acts, and summarizing their purpose and effects on Aboriginal peoples:

- Royal Proclamation, 1763
- Gradual Civilization Act, 1857
- British North America Act, 1867
- Indian Enfranchisement Act, 1867
- Indian Act, 1876

2. demonstrate an understanding of the impact of federal government legislation and policies on Aboriginal peoples:

- analyze the process and effects of instituting the reserve system
- evaluate the significance of the Royal Proclamation, 1763

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)

4. demonstrate an understanding of how the socio-economic and political positions of Aboriginal peoples are affected by the policies implemented by the federal government:

- identify and discuss the impact of federal government policies, legislation and practices on socio-economic needs of Aboriginal peoples
- evaluate the impact of Bill C-31, 1985, on Aboriginal peoples

5. research, analyze and evaluate the impact of federal government policies, legislation and practices on

the self-determination and quality of life of Aboriginal peoples; e.g., any two of the following: health, education, justice, economics, socio-cultural.

THEME IV: SCHOOLING AND CULTURAL CHANGE: Students will demonstrate an understanding of how federal government policies affected the socialization process of traditional Aboriginal education.

1. demonstrate an understanding that education plays an important role in the socialization process of a society and in the retention and transmission of its cultural identity:

- research and describe the holistic nature of traditional education
- compare traditional education with the post-contact educational system
- appreciate how members of a society maintain their cultural identity

2. demonstrate an understanding of the history of formal education for Aboriginal students:

- prepare a timeline of significant events that traces the evolution of Aboriginal education beginning with the arrival of the missionaries to the present day in Alberta; e.g., Alberta missionaries:

– Reverend Robert Rundle, Methodist, Fort Edmonton, 1840

– Father Jean-Baptiste Thibault, Lac Sainte-Anne, 1842

– Father Joseph Bourassa, Lac Sainte-Anne, 1845

– Reverend Henry Bird Steinhauer, Lac La Biche, 1855

– Father Albert Lacombe, 1865

– Reverend George MacDougall and son John, Morley, 1873

3. demonstrate an understanding that after the signing of the treaties, a policy of assimilation was undertaken by the federal government in the schooling of Aboriginal children:

- define “assimilation”
- evaluate the effects assimilation had on Aboriginal children
- examine and describe the types of schools provided for Aboriginal students in Alberta:
 - industrial schools; e.g., Red Deer, Dunbow and Calgary for older students
 - residential/missions; e.g., Saddle Lake, Edmonton, Hobbema, 1883–1950s
 - day schools on reserves; e.g., 1880s to present
 - boarding schools; e.g., Kainai Anglican School
 - schools operated by school authorities
 - band-operated schools
 - post-secondary; e.g., Blue Quill, Red Crowe College
 - federally operated (6) Head Start

- analyze the impact of federal policies on the education of Aboriginal peoples

4. demonstrate an understanding of the impact of residential schools on Aboriginal children:

- describe the federal government’s purpose for establishing residential schools
- analyze the mandate of a residential school; e.g., locations, administration, curriculum
- research and report on the curriculum in residential schools:

– language of instruction

– religious instruction

– curriculum content

- examine and report on the outcomes and effects of the residential school policies and practices on Aboriginal students and their parents

5. demonstrate an appreciation of the difficulties faced by many Aboriginal students being placed in public schools and other school systems:

- examine the federal government policy of “integration” in the late 1950s that placed Aboriginal students in public and separate school systems
 - examine and describe the reasons for the changes in federal government policy from one of assimilation to integration
 - evaluate the impact of Aboriginal students being relocated or bussed in order to be educated in public schools
6. demonstrate an understanding of how Aboriginal education has become a key issue between some Aboriginal peoples and the federal and provincial governments:
- describe some initiatives that foster and encourage involvement of Aboriginal peoples in schools operated by school authorities
 - appreciate and respect the differing viewpoints of Aboriginal peoples toward treaties, rights, educational goals and government policy.

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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.

1. develop an understanding that Aboriginal peoples have a long history in the evolution of self-governance
 - examine the Aboriginal oral tradition and appreciate the ability and skill required to transmit history
 - examine and compare peace treaties between tribes and European treaties
 - research and evaluate the impact of the earliest recorded agreements:
 - the Great Law of Peace, 1450 of the people of the Iroquois confederacy
 - the two row Wampum Treaty of 1645 between the Mohawk and the Dutch
 - the Agreement of 1844 between the Métis and Dakota Nation
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
 - examine and define land rights
 - research and report on the “road allowance” people of the 1930s, and evaluate Métis land occupancy rights as defined in the Métis Population Betterment Act, 1938
 - compare and contrast the concept of land ownership between European and Aboriginal peoples
3. demonstrate an understanding of the Constitution Act, 1982, which guaranteed and affirmed Aboriginal rights and freedoms:
 - recognize that Aboriginal rights and freedoms are guaranteed and affirmed in the Constitution Act, 1982
 - demonstrate an awareness that some Aboriginal leaders are attempting to reassess and affirm Aboriginal rights in the Canadian Constitution
 - research and evaluate the terms of the Constitution Act, 1982 relative to Aboriginal rights and freedoms
 - examine the Constitution Act, 1982 in relation to the rights and freedoms of:
 - the Royal Proclamation, 1763

– the Manitoba Act, 1870

– the Indian Act, 1876

4. demonstrate an understanding that many Aboriginal peoples have a right to self-government and self-determination:

- examine and appreciate that traditional Aboriginal governments existed before the arrival of the Europeans and have been guaranteed through treaty agreements

- define what is meant by Aboriginal self-government, self-determination and inherent rights by the First Nations, Métis and federal government

- research terms of the treaties with respect to self-government; e.g., Treaty No. 6, Treaty No. 7, Treaty No. 8, and so on

- research and identify the parameters of the federal government policy of 1996 on Aboriginal self-government

- identify the role of the following in Aboriginal self-government negotiations:

- federal government

- provincial and territorial government

- Aboriginal organizations

5. demonstrate an understanding that Aboriginal communities are evolving into independent governing bodies:

- identify and appreciate how some Aboriginal governments have adopted and accepted a European form of government as compared to traditional Indian governments

- examine and compare the administration and governance of reserves, past and present:

- Council of Elders

- selecting a chief and council

- powers of chief and council

- role of the Indian agent

- role of the federal government

- examine the Indian Act, 1876 and analyze the changes in freedoms in reference to individual, economic, social and educational rights

- analyze and evaluate the current government policy of “devolution,” where decision-making responsibilities are being transferred to Aboriginal governments

6. demonstrate an understanding of how some Aboriginal and Métis Nation leaders are directing their resources into establishing self-government in their communities:

- examine the rights of Aboriginal communities to assume full responsibility for governing their people

- discuss the Indian Act, 1876 as it pertains to self-government

- identify, evaluate and discuss perspectives of self-government as seen by Aboriginal peoples and the federal government

- appreciate and develop respect for the Aboriginal peoples’ rights of self-governing.

THEME II: ABORIGINAL LAND CLAIMS: Students will demonstrate an understanding of Aboriginal land rights, entitlements and current land claim negotiations with the Government of Canada.

1. demonstrate an understanding that Aboriginal peoples are identified by their distinctive cultural practices and products associated with the historically occupied land/sea:1

- examine and discuss ancestral trails, hunting territories, trading territories, geography and

technology of First Nations and Métis people

2. demonstrate an understanding of the concept of property ownership from the traditional view:

- discuss oral history and traditional narratives that give evidence of Aboriginal sovereignty over land; e.g., origin stories, stories of governance over land use, stories indicating primacy of spiritual relationship to land rather than private ownership that can be surrendered, land occupancy, land stewardship²

3. demonstrate an understanding of how land can be viewed as a prerequisite for self-determination:

- appreciate how Aboriginal leaders and nations have made progress toward recognition of Aboriginal inherent rights to land and self-reliance as reinforced in the constitution³
- demonstrate an appreciation that the land has economic, cultural, social, educational, political and spiritual value

4. demonstrate an understanding of how rights are considered to be a critical issue facing First Nations people and non land-based Métis:

- evaluate land claims from the following First Nations points of view:

- cultural value
- economic value
- educational value
- political value
- social value
- spiritual value

- examine how the Indian Act, 1876 treated property held by First Nations people

5. demonstrate an understanding of why many First Nations people have long expressed concern that land entitlements under the treaties were not met by the federal and provincial governments:

- appreciate that at the signing of the treaties, First Nations and government leaders bargained in good faith
- analyze land issues, and identify the reasons for the shortage of land for First Nations; e.g., surrender of Indian lands, lands that were never granted, increase in population
- research, discuss and evaluate the terms of the Natural Resources Transfer Agreements, 1930, that gave control of crown land to Alberta, Saskatchewan and Manitoba
- research and identify the terms of the Manitoba Act, 1870, in terms of Métis land rights

6. demonstrate an understanding that land claims are those claims where land has never been ceded through treaties:

- analyze and discuss some of the reasons why Canada has not settled comprehensive land claims
- research and report on the history of land claims, noting the following:

- the Nisga'a First Nations petition to His Majesty's Privy Council, 1913
- the Indian Act
- the Office of Native Land Claims, 1974
- the In All Fairness: A Native Claims Policy, 1981
- the Task Force to Review Comprehensive Claims Policy headed by Murray Coolican, 1985

7. demonstrate an awareness and respect for those First Nations attempting to reclaim land that had not been ceded:

- examine contemporary land claims in other parts of Canada; e.g., British Columbia—the Nisga'a land claim settlement of 1998

8. demonstrate an awareness that several comprehensive land claims have been resolved throughout Canada:

- research and report on the major land claims in Canada:
 - the James Bay and Northern Quebec Agreement, 1975
 - the Agreement-in-principle with the Dene and Métis of Treaty 11 in the Northwest Territories
 - the Agreement-in-principle with the Council of Yukon Indians
 - British Columbia land claims

9. demonstrate an awareness that Aboriginal leaders of First Nations and the Métis have made significant gains in land claims settlements:

- research two of the following land claims relevant to their community:
 - Métis Settlements
 - Lubicon Land Claim
 - Woodland Cree Settlement
 - Loon River Settlement
 - Nakoda (Stoney) Submission
 - Siksika (Blackfoot) Submission
 - Mountain Cree Submission
 - Bigstone Cree Nation Bands
 - Blood/Cardston Claim
 - Peigan Nation Claim

10. demonstrate an understanding of why the Métis contend that land rights should be a cornerstone of economic stability and self-determination for their people:

- research federal and provincial views toward Métis land rights
- examine Métis settlements, formerly colonies, in Alberta; e.g., the reasons for the settlements, history of the settlements, Métis Settlement Act, The Métis Population Betterment Act, 1938

11. demonstrate an appreciation that Métis and non-status Indians have not had special land rights in Canada, other than in Alberta:

- examine possible solutions to the Métis land question.

THEME III: ABORIGINAL PEOPLES IN CANADIAN SOCIETY:

Students will demonstrate an understanding of the impact of colonialism experienced by Aboriginal peoples in Alberta and Canada.

1. demonstrate an understanding of why there is an increasing number of Aboriginal peoples migrating to urban areas:

- identify and analyze:
 - the reasons why Aboriginal peoples have migrated to urban areas; e.g., educational and economic advantages
 - the reason why many Aboriginal peoples choose to remain on Indian reserves, Métis settlements and small communities
 - organizations that help Aboriginal peoples acquire the skills and knowledge needed for urban living; e.g., Friendship Centres, Métis housing
 - describe the conflicting expectations between mainstream culture and Aboriginal cultures
- research and report on economic conditions on reserves
- describe and analyze the issues Aboriginal peoples face in urban areas; e.g., alienation, isolation,

discrimination, subtle/blatant and systemic racism, stereotyping

- research and describe how contemporary reserves have been influenced by modern western society; e.g., the political, economic, social, educational and spiritual reasons why Chief Small Boy and his followers left the Hobbema reserve to live a traditional lifestyle near the mountains in southwestern Alberta

2. demonstrate an understanding that there are differing roles that individuals take in leadership:

- research traditional stories for information related to cultural forms of governance
- analyze and compare the Aboriginal perspectives and the European/Canadian perspectives on leadership

3. demonstrate an understanding of cultural influences, similarities and differences on the concept of leadership and processes of governance; e.g., tripartite agreements—federal/provincial/First Nations

4. demonstrate an understanding of how cultural differences, social pressures and common misunderstandings can foster negative stereotypes:

- analyze and describe how language can promote or dispel stereotypes
- demonstrate an awareness of the positive role of many Aboriginal peoples in Canadian society

7. demonstrate an understanding of why Aboriginal peoples should determine their own destiny:

- research how Aboriginal perspectives help young Aboriginal peoples recognize their gifts and talents in promoting Aboriginal cultures

- describe how Aboriginal perspectives help the young to set personal goals that reflect the spirit and strength of their people.