



Grade 12 Social Studies

Current Topics in First Nations, Métis and Inuit Studies A Foundation for Implementation 2011

For additional information on developing an education for sustainable development approach to an inquiry topic the document *Education for Sustainable Development: Kindergarten to Grade 12 Correlation Chart Template and Kindergarten Tool Kit* will assist teachers in the development of their own ESD activities by incorporating the ESD learning outcomes from the correlation charts or from curriculum documents.

Essential Questions (Big and Focus) Related to Sustainable Development

Cluster 1: Image and Identity

Learning Experience 1.1 The Ghost of History

Big Question

What are the issues facing First Nations, Métis, and Inuit peoples in Canada today, and why should they matter to Canadians?

Focus Questions

1. What are the “ghosts of history” (e.g., dishonoured treaties, theft of Aboriginal lands, suppression of Aboriginal cultures, abduction of Aboriginal children, impoverishment and disempowerment of Aboriginal peoples) as identified in the *Report of the Royal Commission on Aboriginal Peoples*?
2. What have been the consequences of these “ghosts” (i.e., how have these issues affected the quality of life of First Nations, Métis, and Inuit peoples, as well as the relationship between Aboriginal and non-Aboriginal Canadians)?
3. Why should these “ghosts” matter to all Canadians?

Learning Experience 1.2 From Time Immoral

Big Question

Who are the First Nations, Métis, and Inuit peoples of Canada?

Focus Questions

1. What are the elements that define Indigenous identity?
2. How are Indigenous peoples distinct from other Canadians?
3. What common values/principles and/or beliefs do First Nations, Métis, and Inuit peoples share?
4. What have been the consequences of governmental attempts to define Indigenous peoples?
5. Why is the restoration and renewal of Indigenous cultures important to all Canadians?

Cluster 2: A Profound Ambivalence: First Nations, Métis, and Inuit Relations with Government

Learning Experience 2.1: Setting the Stage: Economics and Politics

Big Question

How would you describe the relationship that existed among Indigenous nations and between Indigenous nations and the European newcomers in the era of the fur trade and the pre-Confederation treaties?

Focus Questions

3. What were the principles and protocols that characterized trade between Indigenous nations and the traders of the Hudson's Bay Company?

Learning Experience 2.3: Legislated Discrimination: The *Indian Act*

Big Question

What impact did the *Indian Act* have on the autonomy of First Nations?

3. How has the *Indian Act* affected the social, political, spiritual, cultural, and economic life of First Nations?

Learning Experience 2.4: 0-Tee-Paym-Soo-Wuk (The Métis): The People Who Own Themselves

Big Question

Who are the Métis?

Focus Questions

2. What are the characteristics that distinguish Métis culture?

Learning Experience 2.5: Defining Our Place: Modern Treaties and Rights

Big Question

How have First Nations, Métis, and Inuit peoples attempted to regain their status as self-determining nations through land claims, recognition of treaty and Aboriginal rights, and the pursuit of self-government?

Focus Questions

1. Why is land important to First Nations, Métis, and Inuit peoples?
6. What does effective self-government look like?

Cluster 3: Toward a Just Society

Learning Experience 3.1: Education

Big Question

How did colonization subvert traditional education for First Nations, Métis, and Inuit peoples, and how can its original purpose—to produce informed, independent, contributing citizens—be restored?

Focus Questions

3. How can education meet the needs of First Nations, Métis, and Inuit peoples?
4. How can First Nations, Métis, and Inuit education benefit all Canadians?

Learning Experience 3.2 Health: Living In Balance

Big Question

How did colonization subvert traditional health practices for First Nations, Métis, and Inuit peoples and how can its original purpose—to produce healthy individuals and communities—be restored?

Focus Questions

3. What are the health issues affecting First Nations, Métis, and Inuit peoples today?
4. How can western and traditional Indigenous practices complement each other to create healthy Indigenous individuals and communities?

Learning Experience 3.4: Wícehtowin: Economic and Resource Development

Big Question

How has colonialism affected the economies of First Nations, Métis, and Inuit peoples?

Focus Questions

2. What are the traditional economies of First Nations, Métis, and Inuit peoples?

3. What are the economic issues affecting First Nations, Métis, and Inuit peoples today and why have they arisen?
4. How are First Nations, Métis, and Inuit peoples attempting to meet current economic challenges?

Cluster 4: Indigenous People of the World

Learning Experience 4.1: One World

Big Question

Why is the preservation of Indigenous cultures vital for both Indigenous and other citizens of contemporary Canada?

Focus Questions

1. What are the traditions and contemporary issues that connect Indigenous peoples worldwide?
4. How are world Indigenous issues addressed?

Cluster 5: A Festival of Learning

Learning Experience 5.1: Looking Forward, Looking Back

The document does not list a Big Question or any Focus Questions.

It lists the following Essential Question:

How do First Nations, Métis, and Inuit cultures combine tradition and adaptation to meet the challenges of today and to ensure a better tomorrow?