

**Native Studies:  
Senior Years (S1–S4)**

**A Teacher's Resource  
Book Framework**

***Renewing Education:  
New Directions***

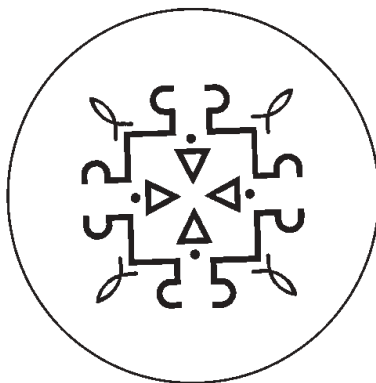
**Manitoba  
Education  
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Minister



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# ***NATIVE STUDIES: SENIOR YEARS*** ***(S1–S4)***

*A Teacher's Resource Book Framework*



**1998**

Manitoba Education and Training

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# CONTENTS

---

**Acknowledgements** *iii*

**Purpose of Document** *vii*

**Supporting Change** *ix*

**Chapter 1: Aboriginal Identity (Senior 1)** **1.1**

Who Are Aboriginal People? 1.3

Aboriginal Unity 1.5

Aboriginal Government 1.7

Economic Activities 1.9

Worldwide Interaction 1.10

Projecting Into the Future 1.11

Aboriginal Stereotypes (Enhancement Unit) 1.12

Aboriginal Women (Enhancement Unit) 1.13

**Chapter 2: Environmental Harmony (Senior 2)** **2.1**

Conservation of Resources 2.3

Food Production 2.4

Northern Development 2.5

Human Resources 2.7

Atlantic Aboriginals 2.8

Movement to Urban Areas 2.10

Impact of Southern Culture and Economy 2.11

Indigenous People in Central America 2.13

Aboriginal People and Education (Enhancement Unit) 2.14

Adapting to a Changing World 2.16

**Chapter 3: Aboriginal Contributions (Senior 3)** **3.1**

Origins of a People 3.3

Founding of the Métis 3.5

Early Relationships 3.7

Aboriginal Rights 3.8

Aboriginal Economics (Enhancement Unit) 3.12

Adapting to Change 3.13

Historical Perspectives 3.14

External Relations 3.16

Aboriginal Self-Government (Enhancement Unit) 3.18

**Chapter 4: World Issues (Senior 4) 4.1**

Current Controversies 4.3

Geopolitical Links 4.4

Quality of Life 4.5

Different Options 4.6

Aboriginal Spirituality 4.8

**Appendix 5.1**

Assessment and Evaluation of Student Achievement 5.3

Techniques for Student Assessment 5.3

Methods of Data Recording 5.5

Ongoing Student Activities 5.6

Quizzes and Tests 5.7

**Bibliography 6.1**

## **PURPOSE OF DOCUMENT**

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*Native Studies: Senior Years (S1–S4), A Teacher’s Resource Book Framework* assists teachers to integrate Aboriginal perspectives into social studies curricula. It provides a conceptual framework for the use of the *Native Studies: Senior Years (S1-S4), A Teacher's Resource Book*.

This framework identifies learner outcomes for students based on First Nations, Inuit, and Métis cultures. It is designed to provide meaningful and relevant experiences for all students. Students will have an opportunity to develop an appreciation of the history of Manitoba and Canada before and after European settlement from the perspective of Aboriginal people.

The framework and the Native studies teacher’s resource book provide background information for teachers on how to develop skills and attitudes that will help students become knowledgeable, purposeful, and responsible citizens.

### **Nature of the Discipline**

Native studies is a discipline that deals with the unique ways in which Aboriginals see the world, including

- focusing on Aboriginal philosophies of life and how these philosophies shape Aboriginal points of view on issues
- identifying priorities
- interpreting those events that relate specifically to Aboriginal people

### **Philosophy**

The framework is based on the assumption that the acceptance of diverse cultures benefits all members of a pluralistic society.

This teacher’s resource book framework emphasizes the traditional approaches of Aboriginal people to education. It is important for



teachers to understand these approaches and to make their teaching congruent with the following strategies, including

- emphasizing inquiry and discovery by students and the teacher
- emphasizing process not conclusions
- viewing the teacher's role as facilitator, resource person, and inquirer together with students
- emphasizing cognitive and affective outcomes of student learning as opposed to covering large numbers of detailed facts
- concentrating on activities, values, and actions of people rather than on places, objects, dates, and names
- developing multiple learning outcomes
- emphasizing and adapting units of study to local needs and perspectives

Teaching approaches should include

- basing new learning on previous learning
- providing students with explanations about the meaning and significance of activities
- involving students in their learning
- providing for frequent interchange of ideas with others

### **Goals**

These goals enable all students to

- integrate the Aboriginal perspectives
- develop an understanding and respect for the histories, cultures, and contemporary lifestyles of Aboriginal peoples
- develop informed opinions on matters relating to Aboriginal people
- understand the diversity and function of the social, economic, and political systems of Aboriginal people in traditional and contemporary contexts (e.g., historical and changing gender roles)
- develop positive self-identities

A variety of experiences will provide students with knowledge about Aboriginal people which will enable them to

- participate more actively and effectively in a changing society
- value, respect, and care for the environment
- participate in the unique civic and cultural realities of their communities

Aboriginal students are learners and participants in Aboriginal culture, not experts. An understanding of Aboriginal cultures and traditions is found in varying degrees in Aboriginal homes. As a result, teachers should not necessarily call upon Aboriginal students as experts on Aboriginal history and culture, but they should ensure that the same high expectations are applied to all students in the class.

### **Structure**

The framework addresses Aboriginal perspectives, issues, content, and outcomes in social studies. It also assists teachers to develop specific lesson plans for Native studies.

Native studies resource books are used along with social studies curriculum documents designated for the grade level. The units of study within Native studies resource books help teachers focus on the Aboriginal perspective in each topic from the social studies curriculum documents.

This resource book framework, a subject-specific document, identifies learning outcomes. It outlines what students are expected to know and to be able to accomplish from an Aboriginal perspective. The framework also provides the basis for teaching and assessing *Native Studies: Senior Years (S1–S4)*.

A brief description of each chapter follows.

**Chapter 1: Aboriginal Identity (Senior 1)** describes Aboriginal identity, language, traditions, and heritage, as well as human diversity.

**Chapter 2: Environmental Harmony (Senior 2)** examines the ways Aboriginal peoples lived in harmony with their environment. It discusses the profound changes that have taken place on the land since the arrival of the Europeans. Chapter 2 explores how Aboriginals have adapted to change in education, urban living, employment, and economic development.

**Chapter 3: Aboriginal Contributions (Senior 3)** explores the origins of Aboriginal peoples, the founding of the Métis, and self-government. The central theme is the current social, economic, and political advances that are being made by Aboriginal people.

**Chapter 4: World Issues (Senior 4)** looks at the common issues shared by various Aboriginal peoples throughout the world. It examines some of the issues facing Aboriginal peoples in such areas as self-government, education, and economic development.

## **SUPPORTING CHANGE**

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Many schools have created school- and/or division/district-based implementation teams to plan the implementation of new policies and curricula, and to organize and lead ongoing staff development and support activities within the school and/or school division/district. These teams can also help to inform the local community about the change taking place in schools as new policies and curricula are implemented.

Ideally, school- and/or division/district-based implementation teams include teachers, administrators, other school staff, parents, students, and members of the local community. It is critical that these teams have administrative support and leadership at both the school and divisional/district levels. Some schools and school divisions/districts have established implementation committees to help coordinate the work of the team.

Manitoba Education and Training supports the school- and/or school division/district-based implementation team concept and is committed to working with all educational partners to promote and support them.

Support to schools and school divisions/districts relating to the information in this resource is available by contacting

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# **CHAPTER 1: ABORIGINAL IDENTITY (SENIOR 1)**

Who Are Aboriginal People? 1.3

Aboriginal Unity 1.5

Aboriginal Government 1.7

Economic Activities 1.9

Worldwide Interaction 1.10

Projecting Into the Future 1.11

Aboriginal Stereotypes (Enhancement Unit) 1.12

Aboriginal Women (Enhancement Unit) 1.13

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# CHAPTER 1: ABORIGINAL IDENTITY (SENIOR 1)

## Who Are Aboriginal People?

### Major Concepts and Content

In this unit, students develop an understanding of North America as the land of origin for Aboriginal people on this continent. Emphasis is placed on the preservation for future generations of Aboriginal culture and heritage.

Students will question whether Aboriginal people, the original inhabitants of North America, belong in the multicultural mould. As a result, they will observe that Aboriginal people do not necessarily have the same goals and aspirations as Canadian immigrants.

Students will investigate the concept of Aboriginal identity by exploring language, legal recognition, race, and culture. They will gain greater understanding of First Nations, Inuit, and Métis people. By identifying famous Aboriginal people they recognize those who have contributed towards building a positive perception of Aboriginal identity. Students also examine negative perceptions of Aboriginal people (e.g., prejudice, racial discrimination, segregation, and stereotyping).

### Intended Outcomes

At the completion of this unit, students will be able to

- demonstrate an awareness of First Nations, Inuit, and Métis people
- identify those characteristics that make Aboriginal people unique
- analyze factors determining or influencing Aboriginal identity
- assess evidence and arguments as to whether Aboriginal people are multicultural
- identify the expressed needs and aspirations of Aboriginal people and compare them to the needs and aspirations of immigrants to Canada
- relate current symbols, names, institutions, and customs that are uniquely Aboriginal as opposed to English, French, or others

- distinguish between the official Canadian government position and the Aboriginal perspective on the right to determine Aboriginal identity
- identify rights held by Aboriginals and compare these rights to those held by other Canadians
- recognize the effects of stereotyping and racism
- compare and contrast the three constitutionally recognized Aboriginal groups
- identify famous contemporary Aboriginal people at the local, provincial, federal, and continental level
- discuss how famous Aboriginal people contribute to advancing positive perceptions
- interpret the meaning and the effects of Bill C-31
- engage in critical, thoughtful responses to the four issues raised by Bill C-31

## **Aboriginal Unity**

### **Major Concepts and Content**

In this unit, students become aware of the diversity of the languages and cultures of Aboriginal people and the environments in which they live.

Students should be encouraged to appreciate the variety of economic conditions found among Aboriginals in Canada's six physical regions. They should examine the factors that influence the degree to which each has developed. What challenges do Inuit, Métis, and First Nations face on unity at the national level? They should also examine the rights of First Nations, Inuit, and Métis people under the Canadian Constitution, and explore ways land claims, compensation claims, and court cases are settled.

### **Intended Outcomes**

At the completion of this unit, students will be able to

- articulate the challenges to First Nations, Métis, and Inuit unity at the national level (e.g., cultural and linguistic differences, achieving short-term gains as being preferable to no gains at all)
- trace the development of national Aboriginal organizations
- explain the impact of the Meech Lake Accord on Aboriginal people
- compare perspectives of the federal government and Aboriginal people on how society has treated Aboriginal people in the past
- compare the hunting rights of status Indians with Métis
- demonstrate an awareness of the Northern Accord: Agreement in Principle between the Dene/Métis of the Northwest Territories and the federal government



- examine the ramifications of the confrontation at Oka
- analyze the root causes of the Oka crisis (Why have the federal and provincial governments changed the way they negotiate with Aboriginal people?)

## **Aboriginal Government**

### **Major Concepts and Content**

A greater recognition of the traditional and contemporary forms of Aboriginal people's government is obtained by studying their origins, structures, functions, characteristics, and decision-making processes.

Students will gain a greater understanding of laws, acts, and articles of law that recognize the rights of Aboriginal people, and identify the responsibilities of the federal and provincial governments that ensure Aboriginal rights are protected.

Students will

- compare the rights of First Nations and non-First Nations on reserves
- gain a greater awareness of Aboriginal political leaders, their stance on important issues, and the positions of major political parties (federal and provincial) on Aboriginal issues
- determine how the legal system relates to Aboriginal people

### **Intended Outcomes**

At the completion of this unit, students will be able to

- compare the perspectives of the federal government with those of Aboriginal people on Aboriginal self-government
- describe the impact of the federal and provincial governments on First Nations, Métis, and Inuit people
- explain why First Nations people have certain rights that are different from those of other Canadians
- identify the rights of the Métis and compare these with the rights of First Nations people
- relate how the Great Law of Peace influenced the development of democracy
- describe three levels of Aboriginal political organization

- discuss two issues that Aboriginal political organizations must address
- demonstrate an awareness of Manitoba's history as it relates to Aboriginal political organizations
- relate the reason why the Canadian government enacted Section 141 of the *Indian Act* of 1927

## **Economic Activities**

### **Major Concepts and Content**

In addition to helping students gain an insight into how Aboriginal people are a part of the Canadian economy, this unit focuses on the economy's dependency on the use of services and purchasing power of Aboriginal people (e.g., health care system, consulting, education, and consumer spending). Students will assess government policies concerning Aboriginal economic and northern development, and explore the impact of technology on communities.

### **Intended Outcomes**

At the completion of this unit, students will be able to

- describe the impact of the economy on Aboriginal people (collectively and individually)
- relate the government's role in fostering economic activity in Aboriginal communities
- discuss affirmative action and Aboriginal people
- analyze how Aboriginal people are affected by technology
- examine the impact of laws and restrictions from the *Indian Act* that relate to economic development on reserves
- review existing trapping, hunting, and fishing rights, and the exercise of those rights
- record alternative forms of economic development at the community and regional levels

## **Worldwide Interaction**

### **Major Concepts and Content**

The interaction between Aboriginal people of Canada and Indigenous people from other countries is explored in this unit. Students will examine the reasons for the rise of the Zapatista National Liberation Army in Chiapas State, Mexico. They will evaluate the possible effects of the North American Free Trade Agreement (NAFTA) on Indigenous people in Mexico, the United States, and Canada. This unit also examines Canadian Aboriginal court cases involving the World Court, the United Kingdom, the United Nations, and the Vatican.

### **Intended Outcomes**

At the completion of this unit, students will be able to

- describe the Migratory Birds Act
- articulate First Nations' rights as identified in the Jay Treaty
- describe the role of the World Council of Indigenous Peoples
- relate causes for the formation of the Zapatista National Liberation Army, Chiapas State, Mexico

## **Projecting Into the Future**

### **Major Concepts and Content**

Students are encouraged to project what the future may hold for Aboriginal people by analyzing their role in the years ahead. Based on their understanding of Aboriginal, Constitutional, and Treaty rights, students will speculate on the possible outcomes of these current concerns: self-government, land claims, and economic development. Students will evaluate the traditional values of caring/sharing, truth, kindness, and respect.

### **Intended Outcomes**

At the completion of this unit, students will be able to

- analyze current trends relative to Aboriginal concerns (What values will Aboriginals have in the twenty-first century?)
- compare the positions of the federal government with those of Aboriginal people on self-government
- anticipate the future role of elders in Aboriginal communities

## **Aboriginal Stereotypes (Enhancement Unit)**

### **Major Concepts and Content**

Many conscious and unconscious stereotypical views about both Aboriginal and non-Aboriginal people exist. This unit not only focuses on stereotypes about Aboriginals, but also on some of the stereotypes Aboriginal people have regarding non-Aboriginals. It is important to examine the origins of different stereotypes, ranging from the Aboriginal as “hero” to the Aboriginal as “heathen,” and to identify stereotypes that are most prevalent today.

Students also review examples of social and cultural biases, and stereotypes that are perpetuated by the media in this unit. Students gain insight on how prejudices are overcome, and examine Aboriginal people in a more accurate and positive light.

### **Intended Outcomes**

At the completion of this unit, students will be able to

- demonstrate an awareness of Aboriginal stereotypes (e.g., the Hollywood Indian)
- explain how the media, cultural differences, social pressures, and common misunderstandings foster stereotypes
- develop a more accurate and positive image of Aboriginal people
- respond with positive alternatives to stereotypes and discrimination

## **Aboriginal Women (Enhancement Unit)**

### **Major Concepts and Content**

The purpose of this unit is to examine the roles, contributions, and legal rights of Aboriginal women from an historical and a contemporary perspective. The focus should be on their contributions to both their own and Euro-Canadian cultures.

Students will review the writings of Aboriginal women (e.g., newspaper articles, films, books, and poetry), and gain insight into their creativity, concerns, and opinions. As well, this unit examines the role of European culture in establishing the position of contemporary Aboriginal women.

### **Intended Outcomes**

At the completion of this unit, students will be able to

- demonstrate an awareness of the roles, contributions, and rights of Aboriginal women in traditional and contemporary societies
- describe the major changes in women's roles, rights, and contributions
- identify the cultural, economic, and political contributions made by Aboriginal women



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## ***CHAPTER 2: ENVIRONMENTAL HARMONY (SENIOR 2)***

Conservation of Resources 2.3

Food Production 2.4

Northern Development 2.5

Human Resources 2.7

Atlantic Aboriginals 2.8

Movement to Urban Areas 2.10

Impact of Southern Culture and Economy 2.11

Indigenous People in Central America 2.13

Aboriginal People and Education (Enhancement Unit) 2.14

Adapting to a Changing World 2.17

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## **CHAPTER 2: ENVIRONMENTAL HARMONY (SENIOR 2)**

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### **Conservation of Resources**

#### **Major Concepts and Content**

The continent of North America was originally known among many Aboriginal people as Turtle Island. In earlier times, Aboriginal people understood that this land and its resources were limited. They recognized that the land varied in different areas of Turtle Island. Each area held certain resources that were unavailable in others.

As a result, trade developed and flourished among the Aboriginal nations and among individual people inhabiting the different geographic regions. The primary industries of the people — farming, fishing, hunting, trapping, and mining — rarely abused or degraded the environment. Instead the people aimed at developing their economies in a harmonious balance with the environment.

#### **Intended Outcomes**

After completion of this unit, students will be able to

- compare a map showing the area covered by the continental glaciers around 10 000 B.C. with the location of the traditional lands of Algonquian and Athapascan language groups (Did these languages coincide or overlap glacial boundaries? Explore the possible reasons why languages tend to follow the expansion and contraction of glaciers.)
- determine why Aboriginal languages spread to different areas
- explore the importance of the relationship between Aboriginal people and the environment

## **Food Production**

### **Major Concepts and Content**

The major portion of food crops grown in the world today originated in the agriculture of the Aboriginal people of the Americas. Many of the agricultural techniques of the green revolution of the latter part of the twentieth century were common practices in Aboriginal agriculture in the Americas. Many crops were gathered that were not wild, but nurtured over the ages by a conservation-minded population.

In many Aboriginal communities, agricultural practices are designed to provide self-sufficiency in food production. Scientists are engaged in research to preserve seed stock from strains of some plants grown by Aboriginal people because they are stronger, resist disease, and contain more nutrients than hybrid stocks that are available in today's supermarkets.

### **Intended Outcomes**

At the completion of this unit, students will be able to

- review whether the Canada-U.S. border has curtailed the agricultural activities of Aboriginal people
- critique the historical and present agricultural situation of Aboriginal people in the American Midwest (Has their agricultural tradition been maintained?)
- demonstrate whether people who harvest natural foods, plants, and animals maintain a balanced diet and healthy lifestyle

## **Northern Development**

### **Major Concepts and Content**

Aboriginal people have always viewed the North (following the definition in the Social Studies, Grade 10, 1989, curriculum document) as their home. The Aboriginal people traditionally managed northern resources to provide food, clothing, transportation, and shelter for themselves and their families. This form of stewardship has helped to sustain northern people for thousands of years. Some northern development in recent years has caused the disruption of the traditional ways of Aboriginal people. As a result of these disruptions, northern people have had to learn new skills and adapt to changing environments.

### **Intended Outcomes**

At the completion of this unit, students will be able to

- present one environmentally friendly form of resource development and management that may be viable in the North
- analyze a low-cost form of providing basic needs and services in the North
- explain two perspectives on the North: as a homeland and as a frontier
- demonstrate whether or not Aboriginal people wish to manage and participate more fully in northern economic development
- defend their opinions about the model they choose as the best way to deal with resource development
- demonstrate an awareness of the issues surrounding the relocation of the Inuit to Grise Fiord
- describe the results of the Dene move from Churchill to Tadoule Lake
- criticize the effect of hydro development on the environment, people, and livelihood of the North
- describe the feelings of people who are denied equal treatment and employment opportunities

- examine the treatment of Aboriginal people by the provincial and federal governments during the creation of the mining town of Flin Flon
- explain the effects of the forced relocation of the Cree from York Landing to Shamattawa
- evaluate the success of the Fisher River band, which moved from Norway House to pursue an agricultural livelihood
- assess the value of locally developed industries to the Métis community of Matheson Island
- analyze the role of television in the North
- compare Métis scrip and Indian reserve land
- compare and contrast the political and social organization of Métis communities with Indian reserves

## Human Resources

### Major Concepts and Content

Mountains represent faith in the traditions of Aboriginal people. They believed that mountains are perceived as unchanging, everlasting. Located in the mountains of the American Southwest is Old Oraibi thought to be of the oldest inhabited settlement in North America.

In the mountains of Alberta is Smallboy's Camp, the site where Chief Robert Smallboy led his people on a spiritual return to the land and a return to the values of the elders. The people of Smallboy's Camp set an example of how to live in harmony with the environment through the practice of traditional values.

Mountains also influence faith and stability. Alkali Lake in the heart of the Rockies is a model Aboriginal community that has gone from a 100 per cent alcoholism rate to 96 per cent sobriety. The faith of Aboriginal people for a better life in the future and an honourable past is well represented in the people and places in the mountainous regions of North America.

### Intended Outcomes

At the completion of this unit, students will be able to

- demonstrate an awareness of the ways in which Aboriginal people are involved in and affected by the lumber industry in mountainous regions
- describe how Aboriginal people are involved in specialized agriculture in the mountains
- provide three examples of how Aboriginal people have taken advantage of opportunities for economic development in mountainous regions
- relate the history and current lifestyle of the Aboriginal people in the Rockies
- describe the relationship between Aboriginal and non-Aboriginals in the non-treaty area of Western Canada
- compare stories, legends, and teachings of the Aboriginal people in the Rocky Mountain range
- demonstrate an awareness of the history of the community of Alkali Lake

## **Atlantic Aboriginals**

### **Major Concepts and Content**

The Aboriginal people of the Atlantic coast were the first Aboriginals in North America to encounter Europeans who came to this continent. In the process of trade, war, and negotiations, many Aboriginal people lost lands, resources, and treaty and human rights. As a result of losing these rights and resources, Aboriginal people today have not received their share of the region's wealth.

The region, however, is not heavily industrialized. Its distance from large population centres places the area at a disadvantage because without markets it is difficult to attract investment and economic development opportunities. As a result, Atlantic Canada is one of the nation's poorest regions. Aboriginal people in the region are the poorest of the poor. Today, Aboriginal leaders are looking at rights guaranteed by treaty as a means of fostering economic development and self-sufficiency.

### **Intended Outcomes**

At the completion of this unit, students will be able to

- offer a possible solution to the economic differences between Aboriginal and non-Aboriginal people in Atlantic Canada
- discuss the fishing rights of Aboriginal people
- justify free border passage for Aboriginal people as guaranteed in the Jay Treaty
- evaluate the limitations of the Treaty of 1752 between the Micmac nation and Great Britain
- demonstrate an awareness of Dummer's treaty
- analyze one Aboriginal nation from this region
- explain the role of Aboriginal people in seal hunting
- evaluate the limited future role for Aboriginal people in a shrinking fishery
- suggest ways to enable Aboriginal people to participate more extensively in off-shore resource development

- assess economic development in Aboriginal communities and Aboriginal businesses in non-Aboriginal communities
- analyze the events leading up to the near extinction of Aboriginal nations in the Atlantic region



## **Movement to Urban Areas**

### **Major Concepts and Content**

Aboriginal people are on the move in large numbers to urban areas, seeking economic and educational opportunities. The main reason for this shift in population in Manitoba is because most Aboriginal communities in this province have an unemployment rate ranging from 80 per cent to nearly 100 per cent. Unemployment is also high in areas where primary industries have been affected adversely by large population centres or by resource development projects (e.g., large-scale harvesting of forests reduces fur supplies).

Aboriginal people in urban areas are pursuing many different career opportunities. Their skills, abilities, and perseverance have had a positive effect on how the public perceives Aboriginal people. The population of Aboriginal people in urban centres is increasing. It has been estimated that one in four people entering the workforce by the year 2000 will be Aboriginal.

### **Intended Outcomes**

At the completion of this unit, students will be able to

- measure the impact of environmental degradation on Aboriginal people and suggest possible solutions
- interpret data that relate to the urbanization of Aboriginal people
- predict the impact on the economy of Aboriginal people in the future
- assess the need for business to accommodate Aboriginal cultural observances and processes
- evaluate the effectiveness of Aboriginal organizations in urban areas that manage and administer social programs
- determine the availability of post-secondary programs dealing with Aboriginal people and culture

## **Impact of Southern Culture and Economy**

### **Major Concepts and Content**

The American South was home to the oldest agricultural civilizations in North America. In the Southeast lived the nations who were later known as the Five Civilized Tribes. The Seminole, an amalgam of Creek and other nations, fought off intrusions by the U.S. into the twentieth century. They never surrendered their people and land to the U.S. or to any other sovereign power. The Southwest contained the oldest continually inhabited community in North America. Today, the Navajo Nation is the largest Indian reservation in terms of area and population in North America.

In the Southeast, colonized by English-speaking northern Europeans, Aboriginal people suffered wars, broken treaties, forced removal from their lands and racial segregation laws. By contrast, those in the Southwest, who were colonized by Spanish-speaking southern Europeans, retained their land titles and rights which were recognized and affirmed by the Spanish crown. They were also free to intermarry with whomever they chose, and they still live on their original lands. These people retained their own spiritual beliefs and ceremonies in harmony with the European churches.

### **Intended Outcomes**

At the completion of this unit, students will be able to

- contrast the historical and current status of one Aboriginal nation in the American South
- describe the Aboriginal cultures of the Southeast and Southwest
- examine the diversity of Aboriginal economies in the Southeast and Southwest (indicate if they are integrated or separated from those of non-Aboriginals)
- criticize the effect of racial segregation policies on Aboriginal communities and other racial groups in the American frontier
- empathize with Aboriginal people who suffered from forced removal, both in the past and in the present

- question the role played by Aboriginal people in the slave trade
- discuss the roles and prospects of Aboriginal people in resource development in the Southwest (determine Aboriginal population projections)

## **Indigenous People in Central America**

### **Major Concepts and Content**

Central America is one of the most densely populated regions of the Americas. The population includes large numbers of Indigenous people, both full- and mixed-blood. A civil war between right and left wing extremists adds to the problems of overpopulation, urbanization, poverty, and environmental abuse. Caught in the middle of this conflict are the Indigenous people.

### **Intended Outcomes**

At the completion of this unit, students will be able to

- explain why and how energy has become an Indigenous, a Canadian, a continental, and a world issue
- define multinational corporations and illustrate how they exploit Indigenous people
- project effects of the North American Free Trade Agreement (NAFTA) on Indigenous peoples in the member countries
- assess the impact of Canada's foreign aid on Indigenous people in Central America
- debate the role of Indigenous people in the conflict in Nicaragua
- demonstrate an awareness of the history of the Maya and Aztecs
- articulate the accomplishments of the Maya and Aztecs
- assess the politics of the present government in Guatemala
- describe the treatment of Indigenous people by the military government in Guatemala
- examine the history of the Panama Canal and predict its future

## **Aboriginal People and Education (Enhancement Unit)**

### **Major Concepts and Content**

The influence of Aboriginal people on the education of their children is identified by three stages: traditional control, loss of control, and local control. Examine each stage in terms of the goals and objectives of both the Aboriginal people and the provincial and federal governments in Canada. Determine the difficulties students encounter, identify their progress and achievements, and examine the influences of family, religion, and government on the development of education for Aboriginals.

### **Intended Outcomes**

At the completion of this unit, students will be able to

- report on the traditional roles and responsibilities of the members of an extended family
- identify the roles and responsibilities of children as learners and teachers
- explain the roles and responsibilities of men and women in traditional education
- outline the roles and responsibilities of the clans within the clan system
- describe the roles and responsibilities of elders
- characterize traditional values and traditional teaching methods
- demonstrate a recognition of the roles and responsibilities of Christian missionaries
- evaluate responsibilities of the federal government before and after the *British North America (BNA) Act, 1867*
- discuss the roles and responsibilities of residential schools (e.g., church, federal, and day schools)
- provide an informed position on Local Control of Education
- summarize the administration of education in Aboriginal communities (e.g., education authorities, school committees, and school boards)

- examine the impact of Native Teacher Education Programs
- debate the role of the Manitoba Indian Education Association (MIEA)

### **Manitoba Indian Education Association**

The Manitoba Indian Education Association, Inc., established in May 1979, comprises two units — educational services and student services.

The priorities of MIEA's educational services are to

- provide educational information services to First Nations and to ensure that the organization is accessible to off-reserve First Nations members
- provide educational services, support, and assistance to First Nations
- undertake necessary research studies and develop evaluation methods
- create an awareness of the meaning of *local control* (e.g., rights and responsibilities)
- offer workshops, courses, and programs to develop needed skills and understanding

**Teaching Note:** Counselling services for First Nations students in Manitoba were provided traditionally by the Department of Indian and Northern Affairs. Student Services, mandated by the Manitoba Chiefs Assembly in 1978, was incorporated in 1981.

Support programs include

- academic counselling
- social counselling
- financial counselling
- community relations
- tutorial services
- orientation
- recreation

- referrals
- after-hours service

Eligibility for Student Services support is dependent upon

- membership in a Manitoba First Nation
- being admitted to an accredited educational institution recognized by the particular First Nations education authority

Financial assistance from a First Nations education authority includes

- tuition
- books and supplies
- living allowance (based on the number of dependants)

Contact: Student Services Office  
305 – 352 Donald Street  
Winnipeg MB R3B 2H8  
Telephone: 204-947-0421  
Fax: 204-942-3067

## **Adapting to a Changing World**

### **Transition to a New Community**

#### **Major Concepts and Content**

In Manitoba, Aboriginal people continue to migrate to urban centres, although many return periodically to their communities. Issues and topics related to the relocation to a new community include historical, cultural, economical, and political reasons.

#### **Intended Outcomes**

At the completion of this unit, students will be able to

- describe important factors that influenced the choice of locations for First Nations and Métis communities
- assess the reasons for the rural to urban movement of Aboriginal people
- compare the opportunities for jobs in urban and rural communities
- contrast educational opportunities in urban and rural communities
- compare cultural opportunities in urban and rural communities
- analyze opportunities for political positions in urban and rural communities
- identify social opportunities in urban and rural communities
- describe cultural re-adjustments which take place before an individual feels at home in a new community
- examine the roles of government agencies in helping new people adjust to the community
- classify in a table each government's responsibilities
- demonstrate an awareness of who is responsible to help in the areas of job placement, housing, and training
- outline problems encountered by Aboriginal people and Aboriginal enclaves in urban areas
- hypothesize the future for Aboriginal people in a city



## **Aboriginal Communities**

To gain a deeper understanding of the Aboriginal people of Canada, a study of the communities in which they live is invaluable. It is essential to examine the political, geographical, economic, and cultural factors that have influenced their establishment and development.

## **Intended Outcomes**

At the completion of this unit, students will be able to

- locate on a map the probable location of First Nations peoples prior to European contact
- dramatize the effects of contact on non-Aboriginals
- describe a reserve and compare it to
  - urban Aboriginal communities
  - rural Métis communities
- identify the cultural, geographical, and economic factors affecting diversity in Aboriginal communities
- compare Aboriginal communities to nearby non-Aboriginal communities in terms of housing, water and sewer facilities, hydro, telephones, and roads
- communicate an opinion on why First Nations people are moving off reserves and suggest possible problems they will encounter
- identify the reasons for the return of First Nations people to reserves (discuss readjustment difficulties)
- debate whether or not the movement to urban areas is unique among Aboriginal people
- give reasons for the resettlement of Aboriginal people (e.g., relocation of Churchill Chipewyans to Tadoule Lake)
- evaluate the positive and negative influences on Aboriginal people of mainstream culture and technology
- determine the accuracy of value judgements that non-Aboriginals may apply when they interact with Aboriginal people

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## **CHAPTER 3: ABORIGINAL CONTRIBUTIONS (SENIOR 3)**

Origins of a People	3.3
Founding of the Métis	3.5
Early Relationships	3.7
Aboriginal Rights	3.8
Aboriginal Economics (Enhancement Unit)	3.12
Adapting to Change	3.13
Historical Perspectives	3.14
External Relations	3.16
Aboriginal Self-Government (Enhancement Unit)	3.18

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## **CHAPTER 3: ABORIGINAL CONTRIBUTIONS (SENIOR 3)**

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### **Origins of a People**

#### **Major Concepts and Content**

Before the coming of the Europeans, two groups of Aboriginal people — First Nations and Inuit — inhabited Canada. These groups, comprising self-determining nations, possessed their own land base and forms of government, language, law, religion, and economy. Since the arrival of the Europeans, Aboriginal people have seen traditional institutions superseded by new laws, traditions, and beliefs. They have also witnessed the creation of a third Aboriginal group — the Métis.

#### **Intended Outcomes**

At the completion of this unit, students will be able to

- provide two Aboriginal explanations about the origins of Aboriginal peoples
- express an opinion on the non-Aboriginal explanations for the origins of the Aboriginal peoples
- identify the major Aboriginal groups that existed at the time Europeans first arrived on this continent
- describe four major effects that the initial interaction of Aboriginals and Europeans had on Europeans
- identify five major contributions of Aboriginal peoples to Canadian society and to the world
- compare and contrast four cultural similarities and four differences among Aboriginal and non-Aboriginal groups
- empathize with Aboriginal people who were displaced by European immigration
- demonstrate an awareness of the *BNA Act*, including the legality of the act in international law (indicate which government passed the act, and provide a reason for its passage)

- list post-confederation treaties and comment on whether they fulfilled their intent from the standpoint of Aboriginal people
- summarize aspects of the *Indian Act* related to
  - definition of Indian
  - enfranchisement
  - education
  - elections versus band custom government
  - ceremonies and dances
- provide an Aboriginal perspective on
  - First Nations citizenship
  - self-government
  - economic development
  - resource sharing
  - taxation
  - land claims
- demonstrate an awareness of Métis history and identity
- compare the rights of the Métis and First Nations
- identify the important issues that relate to non-status Indians
- reflect upon the present concerns of the Métis (include political needs, social needs, economic development, resource control, self-government, and health and welfare)
- outline the history of the Aboriginal people of the Northwest Territories (emphasize the division into Aboriginal-controlled territories)
- present an Aboriginal perspective on the Constitution of Canada, the Meech Lake Accord, and the Northern Accord (agreement in principle between the Dene, Métis, and the federal government)

## Founding of the Métis

### Major Concepts and Content

The birth of a new nation — the Métis — occurred because of intermarriage between the colonizing French and British and the Aboriginal people. The Métis developed a unique culture, a blending of European and Aboriginal cultures to create their own. They spoke a common language — Métchif — as well as those of their ancestors and neighbours. They established their own government and defended the rights of all people in the Northwest. Their efforts secured the rights for all the people of the new province of Manitoba.

### Intended Outcomes

At the completion of this unit, students will be able to

- evaluate the impact of economic activities in New France before 1760 on Aboriginal people
- describe the role of the church (refer to the church's practices and policies relating to Aboriginal people)
- examine the relationship between Aboriginals and the French military
- explore the interrelationships between the administrators of New France and Aboriginal people
- demonstrate an awareness of the impact of the British conquest of New France on Aboriginal people living in Lower Canada
- determine the key role played by Aboriginal people during the British efforts to control North America
- locate the thirteen British North American colonies on a map
- explain why European religions dominated Aboriginal people
- determine the nature of the colonial governments and the pressures which led to the union of the British North American colonies
- describe the lifestyle of the Métis, referring to their form of government, economic system, spiritual beliefs, music, dance, and folklore

- identify the communities settled by the Métis on a map of Manitoba
- locate the communities that have a Métis component on a map of the province
- list Métis leaders of the past and present, identifying one major accomplishment of each leader
- criticize the early views of colonial officials towards Aboriginal people and explain why they held these views

## Early Relationships

### Major Concepts and Content

The Aboriginal people in Canada have been and continue to be significantly affected by government policies and actions. This unit deals with specific treaties, acts, and policy statements related to Aboriginal people. Organized in a chronological framework, this unit provides an historical perspective.

### Intended Outcomes

At the completion of this unit, students will be able to

- determine the relations between Aboriginals and non-Aboriginals before Confederation in 1867
- criticize the early views of French and English officials towards Aboriginal people
- make a presentation on the relations between Aboriginals and non-Aboriginals (e.g., the Proclamation of 1763, military management of Aboriginal affairs, evolution of a civil management of Aboriginal affairs, *Indian Commission and Act*, 1857, and the early treaties)
- report on the post-confederation era from 1867-1997 by placing special emphasis on
  - the provisions of the *BNA Act* pertaining to Aboriginal people
  - the Indian Act and its revisions, 1876-1951
  - Bill C-31, 1985
  - the Canadian and British government actions concerning treaties
  - the evolution and devolution of the Department of Indian Affairs and Northern Development

## Aboriginal Rights

### Major Concepts and Content

In Canada, the federal government has the responsibility to ensure that the rights of Aboriginal people recognized by the Crown are protected and fulfilled. With the creation of the western provinces and transfer of responsibility over education, crown lands, and resources to the provinces, the federal government has been hampered in fulfilling many of the rights of Aboriginal people.

Often rights guaranteed by the Crown are in conflict with provincial and federal laws. Aboriginal people are negotiating and arbitrating through the courts to have the different levels of government agree on some of these rights. Responsibility for Indian Affairs has also been transferred among different federal departments with the result that many of the powers and rights of Aboriginal people have eroded. To complicate these issues, the federal government absolved itself of responsibility for guaranteeing and fulfilling the rights of certain individuals and groups of Aboriginal people (e.g., the Métis and Non-Status Indians).

### Intended Outcomes

At the completion of this unit, students will be able to

- explain in their own words the relationship between Aboriginal and colonial governments before 1867
- compare how Aboriginals and French and British settlers governed themselves (explore the reasons they adopted these forms of government)
- identify the features (written into the *British North America Act*) of British parliamentary government and the American federal system
- discuss features not included in the Act that may have been based upon Aboriginal ideas of democracy
- determine the concerns federalism has created for Aboriginal people
- determine the constitutional changes that took place in 1982 and discuss their implications



- identify the developments that have taken place in federal-Aboriginal relations (in spite of the First Ministers' Conference on Aboriginal Rights)
- debate the role of the media in Canada's political system
- report on the development and role of the political party system from 1867 to the present
- define what a political party is and explain why parties are formed
- explore the possible potential of an Aboriginal party (assess the prospects for its success)
- discuss the extent to which Aboriginal people have been represented in political parties
- relate how the terms left, right, and centre are used in relation to Canadian political parties
- explain how most Aboriginal people have voted in terms of political parties (indicate the reasons why this pattern is changing)
- identify the reasons Aboriginal people have not voted in a bloc for particular Canadian parties
- define patronage and where it fits into the political party system
- defend the rights and responsibilities of Canadian citizens
- compare the amount of influence governments have in the everyday lives of most citizens to the amount of influence governments have over Aboriginal people in Canada
- recommend possible ways citizens can influence the decisions of governments
- describe the basic rights of a citizen and whether or not these rights apply to Aboriginal people
- summarize the importance of the Charter of Rights
- describe the responsibilities of a citizen and explain in their own words whether these responsibilities apply equally to all Canadians

- determine the year that status Indians were allowed to vote in federal elections
- state the reasons for delaying enfranchisement in the last province to grant the vote to status Indian people
- report on current Aboriginal political leaders and describe their positions on major issues affecting Aboriginal people
- describe in a flow chart the Aboriginal organizations that interact with different levels of government
- analyze the positions taken by provincial and federal political parties on issues affecting Aboriginal people
- assess the value of one Aboriginal land claim in any province or territory
- articulate an Aboriginal perspective on self-government as seen by a local First Nation
- summarize the status of local control of education and present two possible future outcomes in First Nations communities
- assess resource rights and control from an Aboriginal perspective
- compare the positions of Aboriginals and the provincial government on hunting, fishing, and trapping rights
- assess gaming laws, rights, and restrictions from an Aboriginal perspective
- review the current status of Aboriginal political organizations
- express in their own words the development of national Aboriginal organizations
- describe the development of provincial Aboriginal organizations
- justify the activities of the Congress of Aboriginal Peoples, representing Métis and off-reserve Indians (especially their continual struggle with federal and provincial governments for recognition)
- defend Aboriginal social and economic concerns (e.g., housing, economic development, education, health and welfare, and land claims)

- analyze reasons for differing points of view between the Manitoba Métis Federation and Assembly of Manitoba Chiefs
- illustrate the organizational structure of the Assembly of First Nations

## **Aboriginal Economics (Enhancement Unit)**

### **Major Concepts and Content**

One significant historical development in Aboriginal society is the change in the economic base in many communities. Examination of the characteristics of the shifting economic system includes the impact of communication and technology, population and migration trends, education, and the values of both the younger and older generations.

### **Intended Outcomes**

At the completion of this unit, students will be able to

- report on the traditional economic bases of Aboriginal communities
- give a presentation describing the current economic strategies of Aboriginal communities
- compare Aboriginal economies in Northern and Southern Manitoba
- appraise economic programs initiated by Aboriginal groups

## **Adapting to Change**

### **Major Concepts and Content**

The process of change and adaptation is reviewed in this unit. As the Canadian economy and society evolves, Aboriginals and the economy of Aboriginal communities adapt and change to survive and thrive.

### **Intended Outcomes**

At the completion of this unit, students will be able to

- analyze the impact of industrialization on rural and urban Canada
- describe how the changes in farm and household technology affected the social organization and the economic way of life of rural Aboriginal people
- project the trend to urbanization of Aboriginal peoples
- investigate the impact of working class movements, co-operatives, professional associations, and employers' associations on Aboriginal people
- discuss the impact trade unions have on the life of Aboriginal workers
- compare the impact of the development of the co-operative movement on Canadian society generally and Aboriginal people specifically
- list the reasons for the existence of professional associations
- evaluate the stand of professional associations that ignore the practices and customs of Aboriginal people

## **Historical Perspectives**

### **Major Concepts and Content**

The history of the West, according to Aboriginal people, is not only trade and war. From an Aboriginal perspective, history is the study of all significant historical events and how these happenings interact with people. The actions of Aboriginal people influenced the events that took place during the settlement of the West by Europeans in the nineteenth century. After a period of decline, Aboriginal people are once again playing a meaningful role in the affairs of Western Canada.

### **Intended Outcomes**

At the completion of this unit, students will be able to

- report on the power and control wielded by the fur trade companies
- give an account of what some have called the “selling” of the West (1840-1896)
- criticize the Canadian purchase of Rupert’s Land from the Hudson’s Bay Company
- assess how the purchase affected Aboriginal people
- provide reasons why Manitoba became a province in 1870
- indicate why Manitoba did not become a province earlier than 1870
- explain the effects of Manitoba’s entry into Confederation on the rest of the West
- illustrate the changes that took place in Manitoba and the rest of the West in the first generation after Confederation
- give two examples of ways prosperity affected Western Canada between 1886 to 1929
- depict one way the Depression of the 1930s affected the West
- evaluate the effect of the Depression on the Aboriginal people
- report on the First Nations people who lived in your local region before 1840

- identify the role of the fur trade in the development of your local region in Manitoba
- discover when and why non-Aboriginal settlers arrived in your local region in Manitoba
- debate how the mass migration of European settlers to the Prairies from 1896-1929 affected Aboriginal people
- illustrate the changes in your community in the last 40 years (explain whether or not conditions for Aboriginal people in the area improved at the same pace as for non-Aboriginal people)
- list Métis contributions to Canada's development
- report on the unique lifestyle of the Métis
- summarize the early conflicts of the Métis people
- compare changing attitudes towards Louis Riel (hanged as a traitor in 1885 and then honoured as a hero in 1967)
- assess the resurgence of the Aboriginal people's influence on the social, economic, and political life of Manitoba and Western Canada

## External Relations

### Major Concepts and Content

When Canada and the United States established a border between the two countries, these national governments guaranteed Aboriginal people the right of trans-border passage with their possessions under the Jay Treaty, signed by Great Britain and the U.S. (Canada never ratified the treaty). Other legislation has restricted border passage since that time.

Canadian Aboriginals have lobbied foreign governments to present their views concerning the Jay Treaty. Aboriginals have also been instrumental in the formation of the World Council of Indigenous Peoples, a forum for the exchange of ideas and concerns of Aboriginal people worldwide.

### Intended Outcomes

At the completion of this unit, students will be able to

- summarize important events in the history of Great Britain that illustrate reasons why this small island created an immense empire
- analyze the impact on Aboriginal people of two significant incidents which created conflict between Canada and the U.S. during the nineteenth and twentieth centuries
- discover how economic and political ties, developed between Canada and the U.S. in the nineteenth and twentieth centuries, affected Aboriginal people
- explain the reasons for Canada's present position of being influenced culturally, economically, and politically by the United States
- examine the differences between the influence of the United States on Aboriginals and non-Aboriginals
- demonstrate an awareness of Canada's involvement in International Affairs (refer specifically to Canada's position on the treatment of Aboriginal people in other countries)
- compare Canada's position on Aboriginal people with the country's position on international aid to less developed countries



- illustrate the views and opinions Canadians have of themselves and compare these perceptions to the way Canadians are seen by others
- describe the relationship of the Aboriginal people with the British Sovereign
- predict whether First Nations' governments in Canada will be recognized in the future as bands, tribes, nations, or another form of government
- examine the case of Deskaheh (the Six Nations who attempted to take Canada to the World Court)
- track the achievements of the World Council of Indigenous People (WCIP)

## Aboriginal Self-Government (Enhancement Unit)

### Major Concepts and Content

From 1969 to the present, a number of developments have accelerated the pace of Aboriginal self-government, including

- proposing changes to the *Indian Act* — the 1969 Indian Policy Statement (White Paper)
- countering proposal to the White Paper by First Nations
- presenting glaring examples of injustice during the Aboriginal Justice Inquiry in Manitoba
- blocking the Meech Lake Accord in the Manitoba Legislature by Elijah Harper
- achieving recognition of Dene nationhood

### Intended Outcomes

At the completion of this unit, students will be able to

- illustrate developments from 1969 to the present (events that have led up to the recognition of Aboriginal self-government)
- give an opinion on the federal government's controversial White Paper, the 1969 Indian Policy Statement
- outline counterproposals made by Aboriginal leaders
- summarize the recommendations of the Aboriginal Justice Inquiry (e.g., a separate justice system for Aboriginal people in Manitoba)
- explain how Aboriginal unity affected the stopping of the Meech Lake Accord (refer to Elijah Harper's actions in the Manitoba Legislative Assembly)
- describe the recent developments in Manitoba to pursue self-government and to dismantle Indian Affairs
- relate the history of Indian Affairs and the *Indian Act*

- summarize these *Indian Act* sections:
  - land rights
  - taxation rights
  - alcohol restrictions
  - definition of an Indian
  - voting rights
  - money management
  - education
  - community government
  - legal rights
  - reserve lands
- propose an alternate approach for each of the above sections of the *Indian Act* that is consistent with the aims of Aboriginal self-government

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## ***CHAPTER 4: WORLD ISSUES (SENIOR 4)***

Current Controversies 4.3

Geopolitical Links 4.4

Quality of Life 4.5

Different Options 4.6

Aboriginal Spirituality 4.8

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## **CHAPTER 4: WORLD ISSUES (SENIOR 4)**

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### **Current Controversies**

#### **Major Concepts and Content**

Mainstream societies have tended to think that their style of life is the highest form of development. In this orientation, dominant societies interpreted progress as the assimilation of their customs and lifestyle into all aspects of society. From a global perspective, however, societies approach culture, politics, and lifestyle differently, and they adapt and use technology in many different ways. Some Europeans, for example, see history as the movement from savagery to civilization. As a result, they disregard the achievements of earlier civilizations or less technologically developed societies.

Today, many Aboriginal organizations are re-aligning their cultural orientation to reflect Aboriginal traditions, including unique characteristics of Aboriginal people that relate to their economic, political, and spiritual values.

#### **Intended Outcomes**

At the completion of this unit, students will be able to

- criticize the role of the media in world issues
- illustrate how the media distorts the image of Canadian Aboriginal people and other Indigenous peoples
- summarize the main ideas of the Berger Report (especially those dealing with divergent views on quality of life)
- conceptualize the form of self-government in Greenland (a country governed by Aboriginal people)
- present a perspective of the Maori experience in New Zealand with emphasis on the survival of their Aboriginal culture through political, social, educational, and spiritual action

## **Geopolitical Links**

### **Major Concepts and Content**

Indigenous people around the world have found they have many things in common, including spiritual views of humanity's relationship to the Creator, economies in harmony with the local environment, and common experiences of being colonized by occupying military powers. Indigenous people are now creating organizations and forums to direct the flow of events in their areas to suit their own needs and interests.

### **Intended Outcomes**

At the completion of this unit, students will be able to

- outline the position of Indigenous people in the geopolitical organizations of the world
- give one reason for cooperation and one reason for conflict among nations
- outline a course of action to prevent a major world conflict (relate this action to Aboriginal people)
- explain how the relations between First Nations and the federal and provincial governments are perceived both in the context of cooperation and of conflict
- summarize the history and current situation of Indigenous people in one of the following:
  - South America
  - Asia
  - Europe (Saami, Basques, Bosnians, and Croats)
  - Australia (Aborigines)
- reconstruct the history of colonialism (What factors have altered and shaped Indigenous people? How did the colonial powers exploit land and resources?)

## Quality of Life

### Major Concepts and Content

In South and Central America, many Indigenous people are caught in the middle of warring ideologies. In contrast, Indigenous people in South Africa have overcome racial apartheid and they are firmly in control of the government. The main reasons for conflicts are the exploitation of natural resources (e.g., in South and Central America the underlying issue is the control of the lumber, land, and minerals in the rainforests where Indigenous people live).

### Intended Outcomes

At the completion of this unit, students will be able to

- identify features of a fulfilling life in Indigenous communities
- plot on a graph the success of an Indigenous community in achieving a fulfilling quality of life
- describe what life is like for Aboriginal people in Canadian society
- track the historical factors that have had impact upon present day Aboriginal communities in Canada
- show differences in quality of life between Canada and a less developed nation in South or Central America
- compare Aboriginal communities in Canada to Indigenous communities in South or Central America
- illustrate how historical factors influenced less-developed and developing nations
- outline the actions to enhance the quality of life in a less-developed society (consider how these actions affect Indigenous communities)
- outline approaches to the harmonious use of resources

## **Different Options**

### **Major Concepts and Content**

Many Aboriginal people in Canada have pursued forms of government, economic development, and education that differ from those practised and enforced in the past by Indian Affairs. Local control of education is already a reality and a success in many communities. Self-government and participation in economic development are being negotiated with federal and provincial governments.

Successful models of development are available from other countries. Working in partnership with the federal government, Aboriginal leaders have recommended that the most effective of these strategies be adapted and implemented in Aboriginal communities to foster greater economic and social development.

### **Issues**

**Approach A:** (Select a minimum of three issues, at least one from each selection.)

#### **Section 1**

#### **Intended Outcomes**

At the completion of this unit, students will be able to

- present three differing perceptions of basic human rights in various parts of the world, especially as they apply to Aboriginal peoples
- discuss the conflicts that nationalism and imperialism create in the struggle for world unity and peace
- analyze the role of major religions on world issues
- demonstrate an awareness of the advances made by Aboriginal people in education and economic development



## Section 2

### Intended Outcomes

At the completion of this unit, students will be able to

- analyze the ever-increasing demand for resources and energy, and the resulting pressures on the environment, the economy, and on Indigenous people in all parts of the world
- describe the impact of technology on the way people live

**Approach B:** (Select a minimum of three representative regions or countries from the following list and examine the relevant issues from Approach A.)

- Central America
- South America
- China or India
- Southeast Asia
- North Africa/Southwest Africa
- Sub-Saharan Africa or any other significant region
- A country representing one of the following types of organizations: totalitarian, authoritarian, democratic, and theocratic

### Special Topic (Optional)

- depict the invasion of the Americas by Europeans and the holocaust that followed from an Aboriginal perspective
- describe alternative forms of education (e.g., survival schools, Children of the Earth School)
- compare experiences of self-government among American Indians and Greenland Inuit (Are their experiences different than Canadian Aboriginals? Why or why not?)
- summarize two different forms of economic development

## **Aboriginal Spirituality**

### **Major Concepts and Content**

Any teaching unit on Aboriginal spirituality is best approached with sensitivity and care. The central concept of people's relationship with and responsibility to nature is common to all Aboriginal spiritual understandings. This heritage is crucial to understanding Aboriginal spirituality. It is often difficult for people from other religious orientations or from secular or materialistic backgrounds to appreciate Aboriginal spirituality. Students should have opportunities to discover the importance of this relationship between Aboriginal people and the natural world.

Whenever possible, ask individuals or elders from Aboriginal communities to speak about their spiritual heritage and beliefs. They help to create or maintain an authentic perspective. Use legends and stories to illustrate general concepts. Teachers should explain to students that the underlying values and principles of Aboriginal spirituality are expressed in terms of everyday life.

It should be stressed that this unit's objective is not to convert students to Aboriginal spirituality. It does, however, show the intrinsic beliefs that help to shape the world view of Aboriginal people. Students can only explore the Aboriginal perspective by gaining insight into the innate spirituality that pervades all of life.

### **Intended Outcomes**

At the completion of this unit, students will be able to

- explain in their own words an Aboriginal spiritual perspective that focuses on the fundamental relationship between humans and nature (plants, animals, earth, and water) and the Creator
- compare the unique aspects of this relationship to non-Aboriginal perspectives
- debate spiritual differences and similarities among various Aboriginal cultures

- explain possible origins of similar ceremonies among different cultural groups
- report on the extent to which traditional ceremonies are practised in contemporary Aboriginal life
- characterize the role of legends in the beliefs of contemporary Aboriginal people
- express in their own terms a role for the traditional spiritual values and spiritual beliefs of Aboriginal people

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# ***APPENDIX***

Assessment and Evaluation of Student Achievement	5.3
Techniques for Student Assessment	5.3
Methods of Data Recording	5.5
Ongoing Student Activities	5.6
Quizzes and Tests	5.7

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# APPENDIX

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## **Assessment and Evaluation of Student Achievement**

The learning process is supported by assessment and evaluation. Assessment and evaluation must correlate to the learning outcomes. Learning and assessment activities provide students with opportunities to display development in academic skills and in the ability to analyze, synthesize, and evaluate. In measuring student achievement, teachers should take learning outcomes into consideration and assess the extent to which students have achieved them.

Teachers should assess student written and oral work regularly, using a wide variety of assessment tools. Student daily work should be assessed on a continuous basis. In addition to assessing knowledge students possess about Aboriginal peoples, teachers should assess progress in ability to communicate, analyze, and make sound judgements. Teachers should also assess student achievement at the end of each unit, using a test or a written assignment.

## **Techniques for Student Assessment**

### **Methods of Organization**

- **Assessment Stations**

In arranging for the assessment of student progress, teachers can use an assessment station. This is a place where students, individually or in groups, can be assessed on knowledge, processes, and skills.

The assessment station allows students to be assessed and evaluated on a task that may involve the manipulation of materials, ideas, or words. It is designed to be used during regular classroom time but is not limited to the classroom setting.

- **Individual Assessments**

In assessing individual student progress, make comparisons to

- his or her previous level of expertise
- a predetermined standard
- a group standard at the same age or grade of the student

- **Group Assessments**

In collecting assessment information on students working in group situations, teachers should

- evaluate group work by awarding the same mark to all members
- evaluate individual student progress within the group, and use groups to structure learning, not for evaluation purposes
- award separate marks for group work

- **Contracts**

Contracts are plans of intended outcomes that students develop either by themselves or in conjunction with the teacher. Usually a contract includes a statement of the outcomes to be achieved, the way in which these will be reached, a timeline, and the criteria to assess the student's performance.

- **Self- and Peer-Assessments**

Self- and peer-assessments are designed to allow students to take more responsibility for learning by providing for reflection and feedback. In self-assessment, students become aware of learning through reflecting on their activities. In peer assessment, students learn by reviewing the activities of others.

- **Portfolios**

Portfolios are collections of student-produced materials assembled over an extended period. They allow the teacher to evaluate student growth and overall progress. Ask students to begin collecting materials early.

## **Methods of Data Recording**

- **Anecdotal Records**

Written descriptions of observations on students are made by the teacher. These records are compiled in books or folders. Anecdotal records offer ways of recording aspects of student learning that otherwise may not be identified. The entries can be used to help form a basis for communication; they are primarily for teacher use, not necessarily for students, parents, or guardians. Anecdotal records also provide data to assist in the assessment of the holistic dimensions of student growth.

- **Observation Checklists**

This is a listing of specific concepts, skills, processes, and behaviours that teachers may wish to observe. Identify whether or not these have been achieved. These checklist are designed to be used frequently.

- **Rating Scales**

Rating scales are instruments that measure the extent to which specific concepts, skills, processes, or behaviours are reflected in student work. They enable the teacher to record student performance on a wide range of skills. Rating scales are useful in situations where student performance can be described along a continuum (e.g., participation in a debate).

## Ongoing Student Activities

- **Written Assignments**

Collect information on student progress by having them plan, organize, and produce samples of writing. This may be in the form of a contract or an ongoing task. It may be assigned as an individual or as a group task. The written report may accompany a presentation or it may be a separate activity. Assess the content, skill development, attitudes of students toward the task, as well as the learning processes demonstrated during the production of written documents.

- **Presentations**

Presentations may be done on an individual or group basis. They may accompany written assignments.

- **Performance Assessments**

Students may be assessed on various forms of performance.

- **Homework**

Students must complete these assignments during their time away from the classroom. Gathering information prior to a class can be called homework. The task may include reading assigned passages, researching a topic, or bringing certain materials to class. As an instructional method, it involves activities for independent study (e.g., assigned questions, reports, and presentations). As an assessment technique, it is used to assess student performance.

Homework is assessed by demonstrating student awareness, quality of work, task commitment, and willingness to continue assigned work. Consider how students arrived at the product, discuss their thought processes in completing the task, and note the technical development that took place.



## Quizzes and Tests

- **Oral Assessment Items**

Oral assessments are used when written responses are not appropriate. Oral assessments can also be used in situations that require oral responses (e.g., the ability to speak correctly, to speak a second language, or to debate).

- **Performance Test Items**

Performance test items help to assess how well a student performs a practiced behaviour. They are used in situations where the student is required to demonstrate competence (e.g., making a speech).

- **Extended Open-response Items**

Extended open-response items require a thorough written response. Extended open-response items give students the freedom to respond to a question appropriately. Open responses are effective in assessing students' powers of argument, evaluation, and synthesis. They allow students to present beliefs and value positions on a wide variety of issues.

- **Short-answer Items**

Short-answer items are useful when teachers want students to answer a specific question. They are often used for testing student ability to recall knowledge. Short-answer questions can be used to test higher levels of thinking or to assess behaviour. They are useful in assessing how well students have internalized content. They should complement other assessment techniques.

- **Matching Items**

Matching-item questions combine a set of questions in one column with a set of possible responses in another column. They test the recall of factual information. They provide a means of testing a wide array of related facts, associations, and relationships. They are most effective when combined with other assessment tools.

- **Multiple-choice Items**

Multiple-choice items provide a question or statement and a number of possible answers, one of which is correct. Frequently, they are used to test student recall and recognition. They are used to test higher-order thinking skills.

- **True or False Items**

True or false items require students to indicate whether a given statement is true or false. They are used to assess knowledge of content. A true or false test measures a broad range of thinking levels.

Examples of assessment charts are on pages 5.9-5.16.

<b>Student Self-Assessment</b>			
	<b>very easily</b>	<b>easily</b>	<b>with difficulty</b>
<p>Planning skills</p> <ul style="list-style-type: none"> <li>• I understood the topic</li> <li>• I made up research questions</li> <li>• I suggested possible sources of information</li> <li>• I chose the questions</li> <li>• I developed a research plan</li> </ul> <p>Information processing skills</p> <ul style="list-style-type: none"> <li>• I identified sources of information               <ul style="list-style-type: none"> <li>— in the school</li> <li>— in the community</li> </ul> </li> <li>• I gathered and organized information</li> <li>• I discovered new information</li> <li>• I answered the questions</li> <li>• I used my own words to write the research</li> <li>• I edited the work</li> </ul> <p>Information sharing skills</p> <ul style="list-style-type: none"> <li>• I presented the research</li> </ul> <p>Self-assessment skills</p> <ul style="list-style-type: none"> <li>• I carried out the action plan</li> <li>• I learned the following skills and knowledge which can be used in other activities</li> </ul>			

**Assessing Student Perspectives  
In Relation to an Issue**

Student name \_\_\_\_\_

Date or time period of assessment \_\_\_\_\_

Rate the following applicable criteria

0 Never                      1 Sometimes                      2 Most of the time                      3 Always

\_\_\_\_\_ Student read the material, watched the film or video, or listened to the tape of the background information about the issue.

\_\_\_\_\_ Student was active in the discussion on the issue.

\_\_\_\_\_ Student contributed an answer when asked a question concerning the issue.

\_\_\_\_\_ Student expressed ideas, comments, agreements, or disagreement with the response of other students.

\_\_\_\_\_ Student showed evidence of seeking more information on the issue.

\_\_\_\_\_ Student defended her or his position on the issue regardless of how much others disagreed.

\_\_\_\_\_ Student accepted criticism of the position taken on the issue.

\_\_\_\_\_ Student demonstrated a thoughtfully developed position on the issue.

### ***Holistic Rating Scale for an Oral Presentation***

Student name \_\_\_\_\_

Date or time period of assessment \_\_\_\_\_

- Scale: 3 = Words are clear.  
Voice has good modulation.  
Speed of speech is well-paced.  
Pauses or emphases are appropriate.  
Voice is loud enough to be heard easily.  
Presentation is organized, logical, and interesting.  
Large amount of student preparation is evident.  
Material in presentation is relevant to topic.  
Language used in presentation is appropriate.  
Evidence of creativity exists in presentation of topic.  
Audience appears “involved” in the presentation.
- 2 = Some words are not clear.  
Voice has some modulation.  
Rate of speech is at times too quick for the listener to catch the full meaning.  
Sentences have some inappropriate pauses or are run together, hampering meaning.  
Voice dropping in volume at times makes it difficult to get the full import of the presentation.  
Presentation shows signs of organization; however, there may be portions that do not tie together.  
Presentation has “down” portions that result in a lack of audience interest.  
There is evidence of a fair amount of student preparation.  
Material in the presentation is, for the most part, appropriate.  
Format of the presentation is predictable.  
Audience is passive listener.

*Continued*

- 1 = Many words are not spoken clearly.  
Voice is more monotone in presentation.  
Rate of speech is either too fast or too slow.  
Pauses or emphases for effect are not in evidence.  
Voice is low, making hearing of the presentation difficult.  
Presentation shows poor organization.  
The audience reacts in a disinterested manner.  
There is minimal student preparation in evidence.  
Material in presentation inappropriate or does not appear relevant to the topic.  
Format of presentation lacks structure.  
Audience is not engaged.

Scoring for the presentation is done on the basis of the category that is most representative.

**Appraisal Form for a Group Presentation  
(Peer Assessment)**

Rate presentation: (1 = poor, 2 = fair, 3 = good, 4 = very good, 5 = excellent)

	1	2	3	4	5
<b>Introduction</b>					
Aroused interest					
Explained what the presentation would cover					
<b>Body</b>					
Presentation of information					
Relevance of material					
Use of examples					
Organization of ideas					
<b>Conclusion</b>					
Concluding statements					
<b>Presentation</b>					
Eye contact					
Vocabulary (precise, varied, and accurate)					
Posture					
Use of audiovisual aids					
Response to questions					
Movements (natural and expressive)					

***Anecdotal Records for Group Process Activities***

Students' names \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date or time period of assessment \_\_\_\_\_

Observation period \_\_\_\_\_

Comments regarding group members

1. Demonstrates balance between talking and listening
  
2. Demonstrates respect for others
  
3. States own opinion

Student(s) who fulfilled the role of recorder for group information

Effectiveness

Student(s) who fulfilled the role of participant

Effectiveness

Student(s) who fulfilled the role of timekeeper

Effectiveness



### **Group Effectiveness Appraisal**

Name \_\_\_\_\_ Group \_\_\_\_\_

Project title \_\_\_\_\_

Audience \_\_\_\_\_

Rate your group (1 = poor, 2 = fair, 3 = good, 4 = very good, 5 = excellent)

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| • worked cooperatively with all group members | 1 | 2 | 3 | 4 | 5 |
| • completed task                              | 1 | 2 | 3 | 4 | 5 |
| • group performance satisfactory              | 1 | 2 | 3 | 4 | 5 |
| • efficient use of time                       | 1 | 2 | 3 | 4 | 5 |
| • contribution towards completion of task     | 1 | 2 | 3 | 4 | 5 |

#### Personal assessment and observations

- Are you satisfied with your participation in the project?
- Do you think the others in your group worked to the best of their ability?
- Do you think your group could have learned more?
- Do you prefer to work individually or in a group? Explain your answer.
- Explain one thing you learned by working on this project.

### **Student Information Sheet**

Place a check mark in the column that best describes how your group members performed.

<b>Skills that help get the job done</b>	<b>All of the time</b>	<b>Most of the time</b>	<b>Some of the time</b>	<b>Not at all</b>
<p>Tried to arouse interest of other group members, suggested courses of action to follow, suggested new courses of action when the group bogged down.</p> <p>Provided factual information to the group.</p> <p>Gave personal opinion on a topic to the group.</p> <p>Evaluated suggestions of group members to determine whether ideas would work or whether two ideas were contradictory.</p> <p>Encouraged the group to make a decision.</p> <p>Kept the group focused on the job, deflected irrelevant ideas, maintained standards, set agenda, and saw that it was followed.</p> <p>Recorded the ideas expressed by the group.</p> <p>Demonstrated skills which help students cooperate.</p> <p>Encouraged other members of the group to speak up and give their ideas or opinions.</p> <p>Supported group members by accepting their ideas and suggestions.</p> <p>Tried to get people with different points of view to think about the views of others and reach a consensus (meditating).</p>				

Write down examples of what group members did in the areas in which you were successful.

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