

Social Studies Education

First Nations, Métis & Inuit Content & Perspectives
Integration

2010

Greater Saskatoon Catholic Schools

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FORWARD

FIRST NATION, MÉTIS & INUIT INTEGRATION GUIDES

The purpose of this First Nations, Métis & Inuit (FNMI) integration guide is to help educators with the integration of Aboriginal content and perspectives. We looked at the Outcomes and the Indicators and suggested ideas, websites and resources in support of classroom activities wherever FNMI content was mentioned. We also made similar suggestions where Outcomes and Indicators had a natural fit with FNMI content.

These resource connections are not meant to surpass those listed by the ministry. Please consult the supporting resources listed by the ministry.

You will not find lesson plans here, but you will be pointed in a direction from which you may be able to find your own resources and your own ideas for FNMI content.

ACKNOWLEDGEMENT

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There are a number of organizations and people responsible for putting the guides together and who require our thanks:

- Superintendent Gordon Martell
- Consultant Larry McCallum
- First Nations, Métis & Inuit Unit
- Partnership members: Saskatoon Tribal Council and Central Urban Métis Federated Inc.

And the following educators

SOCIAL STUDIES GUIDE

- George Charpentier, Board Office
- Connie Davis, St. Mark
- Karen Jordan, Kinistin Saulteaux Nation
- Vernon Greyeyes, Muskeg Lake Cree Nation
- Pat McKay, St. Edward
- David Pilon, St. Mark
- M.J. Sherven, St. Philip
- Hazel Ahenakew, Yellowquill First Nation
- Brenda Michnik, Bethlehem Catholic
- Corinne Baumann, Holy Cross
- Jay Werbicki, Holy Cross
- Jason Bear, Muskoday First Nation
- Brennan Uhyn, Bishop James Mahoney
- Michelle Vanhouwe, St. Michael
- Shirley Krueckl, St. Peter

RESOURCE SEARCH ENGINES

Greater Saskatoon Catholic Schools
First Nations, Métis and Inuit Education Unit
420 – 22nd Street East
Saskatoon, SK S7K 1X3
Phone: (306) 659-7000
Fax: (306) 659-2010
<http://blog.scs.sk.ca/fnmieteam/>

Larry McCallum, GSCS Consultant, created power points containing basic information that provides a good starting point when integrating FNMIE content and perspectives. Power points are for personal use only and can be obtained by contacting the FNMIE Unit.

Power Point Listing

- Useful definitions (middle years)
- First Nations/Métis Governments
- First Nations/Métis Spirituality
- Métis Culture
- Métis History
- Medicine Wheel Teachings
- Oral Tradition
- Treaties
- Sentencing Circles
- Game Farms – First Nations Worldview (different philosophy)
- Residential Schools
- Integration of Traditional First Nations Spirituality into Daily Life
- Misconception Training
- Connections to Tipi Pole Values and Biblical Quotes

Other helpful search engines:

GSCS Destiny Library online <http://destinyweb.scs.sk.ca>

GSCS Pre K-8 Resource One-Stop-Shop <http://blog.scs.sk.ca/resources/>

GSCS Service Centre 659-2003 – Aboriginal Teaching Kits & Tipi's

Saskatchewan Indian Cultural Centre Library
http://www.sicc.sk.ca/departments_library.html

GRADE 6 INTERDEPENDENCE

IN6.1 EVALUATE AND REPRESENT PERSONAL BELIEFS AND VALUES BY DETERMINING HOW CULTURE AND PLACE INFLUENCE THEM.

- a. **Identify personal roles in, and responsibilities toward, the family and local community.**
- b. **Compare and contrast family and community roles and responsibilities of young people in Canada, including First Nations, Inuit, and Métis families, with the roles and responsibilities of age-equivalent youth in a selection of countries bordering the Atlantic Ocean (e.g., conduct interviews with local youth and elders, use technology to link with youth in provincial, territorial, national and global communities).**
 - Examine traditional First Nations roles and responsibilities (men, women, elders, children, etc)
 - Métis Legacy II: Michif culture, heritage and folkways – purchase from Gabriel Dumont Institute
 - People of the Trail: How the Northern Forest Indians Lived – Robin & Jill Ridington
 - Life in an Anishinabe Camp – Niki Walker
 - Life in a Plains Camp – Bobbie Kalman
 - http://esask.uregina.ca/entry/pipe_ceremony.html
 - http://www.shannonthunderbird.com/symbols_and_meanings.htm
- c. **Give examples of the artistic expression of culture in Canada, including First Nations, Inuit, and Métis peoples, and in a selection of countries bordering the Atlantic Ocean, and draw conclusions about the beliefs and values of the inhabitants in those regions.**
 - Speaker from Saskatoon Native Theatre Company
 - Through the Eyes of the Cree and Beyond: the art of Allen Sapp: the story of a people. (GSCS: 970.5 THR/ ISBN: 1-897010-13-3)
 - Allan Sapp Art Kit (GSCS: K 970.5 ALL)
 - Visit Glen Scrimshaw Museum at Duck Lake, SK
 - Mendel Art Gallery
 - Emily Carr Study
Emily Carr (GSCS: 759.11 END/ ISBN: 0-88961-070-3)
Emily Carr (GSCS: 759.11 NEE/ ISBN: 0-88902-207-0)
 - <http://rover.scn.ca/goToVideo.htm?filename=V3324.flv>
 - Dancing Circles: strong hoop/strong spirit (GSCS: K 306.08 KIN)
 - Invite an Artist: Winston Wuttunee, Jon Arcand, Jason Chamakese
 - Drum Group from Oskayak High School
 - St. Mary Community School in Saskatoon Oskayak Dance Troupe
 - The Drum Calls Softly (GSCS: 819.1 BOU / ISBN: 978-0-88995-421-2)
 - Mendel Art Gallery Inuksuk Study and project
The Inuksuk Book (GSCS: 306.089 WAL/ ISBN: 978-1-897066-13-3)
 - Métis songs: visiting was the Métis way (GSCS: 782.4 MET /0-920915-28-0)
 - [Artic Adventures: tales from the lives of Inuit artists \(GSCS: 305.897 RIV / ISBN: 978-0-88899-714-2\) www.eaglespiritministry.com/works/ese.htm](http://www.eaglespiritministry.com/works/ese.htm)
 - www.vac-acc.gc.ca/content/feature/abspirit/abback/ab_ceremony_program_e.pdf

- Lessons from Turtle Island: Native curriculum in early childhood classrooms. (GSCS TR 970.1 JON / ISBN: 1-929610-25-4)
- d. **Assess the current and historical approaches to cultural diversity used in Canada and in a selection of countries bordering the Atlantic Ocean, including consideration of segregation, assimilation, accommodation, and pluralism.**
- Inquiry: Segregation – Study of ‘reserves’ in Canada
 - www.afn.ca/residentialschools/history.html
 - www.residentialschoolsettlement.ca/schools.html#Saskatchewan
 - www.wherearethechildren.ca/en/impacts.html
 - http://archives.cbc.ca/society/native_issues/topics/692/
 - <http://www.hiddenfromhistory.org/VoicesoftheCanadianHolocaust/tabid/57/Default.aspx>
- e. **Plan, conduct, and evaluate an inquiry to illustrate how culture and place influence the beliefs and values of the local community.**
- Use Inquiry Lesson to find out information about various communities in Canada and our Atlantic Neighbors
 - Planning for Inquiry: It’s not an Oxymoron! (GSCS: TR 372.139 PAR / ISBN: 978-0-8141-3560-0)
 - Engaging Readers and Writers in Inquiry: promoting deep understandings in language arts and the content areas with guiding questions (GSCS:TR 428 WIL / ISBN: 978-0-439-57413-6)
 - Arctic adventures: tales from the lives of Inuit artists (GSCS: 305.897 RIV / ISBN: 978-0-88899-714-2)
 - What do we know about the Inuit (GSCS: 306.089 ALE / ISBN:0-87226-380-0)
 - Julie of the Wolves (GSCS: FIC GEO / ISBN: 0-06-021944-0)
 - Symbols of the Arctic (GSCS: 306.089 McD / ISBN: 0-17-619469-x)
 - Medicine Wheel Dancing with the wheel: the medicine wheel workbook (GSCS: TR 299.7 SUN / ISBN: 0-671-76732-1)
 - Grandmother, Grandfather series (GSCS: K 971.004 SAM)
 - Métis songs: visiting was the Métis way (GSCS: 782.4 MET / 0-920915-28-0)
 - Stories of Our People: A Métis Graphic Novel Anthology (GSCS: 971.004 STO/ ISBN: 978-0-920915-86-8)
 - Grandmother: poems and short stories (GSCS: 819.85 WOO / ISBN:0-9681475-0-X)
 - As Long as the River Flows - Video
 - Red Parka Mary (GSCS: E EYV / ISBN: 0-921827-50-4)
 - The Moccasin Goalie (GSCS: E BRO / ISBN: 1-55143-054-1)
 - The Hockey Game (Voices under One Sky [anthology])
 - Half Breed Stories of the Road Allowance People (GSCS: FIC CAM / ISBN:0-919441-53-X)
 - The Medicine wheel: earth astrology (GSCS: 299 SUN / 0-13-572982-3)
www.wd.gc.ca/rpts/research/urban_reserves/intro_e/asp
 - www.ainc-inac.gc.ca/pr/pub/atr/atr21_e.thml
 - www.education.matawa.on.ca/
 - www.albertasource.ca/treaty6/contemporary_life/reserves.html
 - www.saskschools.ca/~gregory/firstnations/tipi.html
 - www.saskschools.ca/~gregory/firstnations/first.html

- f. **Examine the beliefs and values of individuals discussed in case studies or of characters in literature highlighting youth, and represent the influential factors on the characters or subjects. Assess how these beliefs and values compare with those of local youth.**

IN6.2 EXAMINE THE SOCIAL AND CULTURAL DIVERSITY THAT EXISTS IN THE WORLD, AS EXEMPLIFIED IN CANADA AND A SELECTION OF COUNTRIES BORDERING THE ATLANTIC OCEAN.

- a. **Compare and represent the kinship patterns, cultural traditions, and traditional worldviews of Saskatchewan First Nations, Métis, and Inuit people, and of other cultural groups residing in a selection of countries bordering the Atlantic Ocean.**

- Speakers: Invite Elders from different cultures
- Power point on Traditional First Nations Worldview (available from office)
- Power Point on Métis Worldview available from board office
- Elders from Speakers Bureau on Office of the Treaty Commissioner website
- Participate in cultural ceremonies with your class (smudge, prayer, pow wow dancing)
- OTC Treaty Kit
- The Sami – an Indigenous People in Sweden ISBN 978-91-975444-9-8
- Sacred Tree (GSCS: 299.7 SAC / ISBN: 1-896905-00-5)
- www.sicc.sk.ca/heritage/ethnography/dene/beliefs/worldview.html
- http://www.shannonthunderbird.com/medicine_wheel_teachings.htm

- b. **Research ways in which cultural traditions, celebrations, art, music, literature, drama, and sport have influenced intercultural understanding.**

- c. **Investigate the contributions of First Nations, Métis, and Inuit people in Canada and indigenous peoples in a selection of countries bordering the Atlantic Ocean to local, provincial, national and global communities in various areas such as politics, business, health, education, sport, music, literature, art, dance, and architecture.**

- Claire and her Grandfather
- OTC Treaty Kit at GSCS – grade 6 section
- Suggestions for inquiry: Tom Longboat , Allan Morrison , Waneeck Horn-Miller, Harold Cardinal,
- Ron Martin, Dion Martin, Glen Scrimshaw , Glen Scrimshaw
- NAHO.ca for posters of role models Indigenous Olympic Athletes
- www.peak.sfu.ca/the-peak/96-3/issue12/native.html
- www.sicc.sk.ca/saskindian/a00spr18.htm
- www.fsin.com/economicdevelopment/fnbdc.html
- <http://www.movingimages.ca/catalogue/Cultdiverse/chiefsandchampions.html>
- <http://www.infoplease.com/spot/aihmbioaz.html>

- d. **Research and represent the historical and contemporary contributions to local communities by a variety of cultural groupings representative of Saskatchewan.**

- e. **Compare and contrast social and cultural diversity in Canada with that of a selection of countries bordering the Atlantic Ocean, and assess the significance of cultural diversity.**

- <http://virtualmuseum.ca/Exhibitions/Batoche/html/resources/games.php>
- <http://virtualmuseum.ca/Exhibitions/Batoche/en/flash.php>

- Blaine Lake Dukobohr Caves
- Riel's People: How the Métis lived (GSCS: 970.1 CAM / ISBN:0-88894-222-2)

IN6.3 DEVELOP AN UNDERSTANDING THAT GLOBAL INTERDEPENDENCE IMPACTS INDIVIDUAL DAILY LIFE IN CANADA AND A SELECTION OF COUNTRIES BORDERING THE ATLANTIC OCEAN.

- Create an inventory of ways in which daily life is influenced by global interdependence.**
- Assess and interpret why people from a selection of countries bordering the Atlantic Ocean have chosen, or may choose, to immigrate to Canada.**
- Create a multimedia presentation representing the impact of immigration on the worldviews of people (especially youth) in Canada and a selection of countries bordering the Atlantic Ocean, both indigenous citizens and immigrants.**
 - Using the 'Medicine Wheel', list the changes that occur in each of the four quadrants when young people adopt ideas from the outside world. Place into the appropriate quadrant. Discussion/Inquiry
 - Worldview
 - Each of the First Nations culture and language groups in Saskatchewan has their own worldview as do all other cultural and language groups in the world. Worldview is like a view of life that affects how we interact with one another and how we interact with the natural world. Worldviews evolve as people and societies evolve. Important aspects of many First Nations worldviews include the relationship with the Creator and with Mother Earth; the place in the world for all people and races; and the concept of land sharing rather than land ownership. Concepts such as these provide a foundation for relations between individual people and cultural groups. "Good relations" is an important teaching of all First Nations in Saskatchewan. It can be symbolized by the circle as can be seen in many ceremonies. The Elders teach that the circle symbolizes the oneness of First Nations people, including the spiritual, social and political institutions with the Creator. Sometimes it represents the bringing together of a community or a nation.
 - http://www.same.ca/new/doc_page13.html
- Become aware and describe the role of key international agencies in protecting human welfare, especially that of children and youth (e.g., United Nations, UNICEF, UNESCO, Amnesty International, Médecins sans frontières, United Nations High Commission for Refugees, international indigenous organizations, faith-based international development organizations).**
 - United Nations
 - UNICEF
 - UNESCO
 - <http://www.iwgia.org/sw248.asp>
 - http://issuu.com/karinzylsaw/docs/un_declaration_rights_indigenous_peoples?mode=embed&layout=http%3A%2F%2Fskin.issuu.com%2Fv%2Fdark%2Flayout.xml&showFlipBtn=true (Declaration: Rights of Indigenous Peoples)
 - http://portal.unesco.org/shs/en/ev.php-URL_ID=1396&URL_DO=DO_TOPIC&URL_SECTION=201.html
 - Amnesty International

- Doctors without borders <http://www.msf.ca/>
- e. **Investigate and represent the contribution of a Canadian individual or organization toward enhancing human welfare in Canada or in a selection of countries bordering the Atlantic Ocean.**
- f. **Investigate and represent the contribution of an individual not born in Canada toward enhancing human welfare in Canada (e.g., neighbours, community members).**
- g. **Investigate the contribution of an Aboriginal Canadian toward enhancing human welfare in Canada.**
- **WHAT IS A HERO?** (<http://www.ainc-inac.gc.ca/ach/lr/ks/cr/pubs/lc8-11-eng.pdf>)
The dictionary defines a hero as “one idealized or held in esteem for superior qualities or deeds of any kind.”
Ask students what words they would use to describe a hero. For example, a hero is someone who displays:
 - *courage*
 - *determination*
 - *excellence*
 - *honour*
- When students have developed their own picture of what constitutes a hero, indicate that not all heroes are necessarily good role models. A hero is someone who is admired for his or her achievements, whereas a role model is someone who is emulated. For example, there are individuals who do not necessarily lead “model” lifestyles. We may admire the achievements of these people, but we would not want to pattern ourselves after everything they do.*
- Case study: Once the Aboriginal heroes have been identified, have students select three from the list. Instruct them to undertake class research about each hero. Their list may be supplemented with figures from the following list, which is far from exhaustive:*
Ted Nolan; Gordon Tootoosis; Maria Campbell; Marie Battiste; George Leach; Derek Miller; Keith Goulet; Guy Lonechild; Robert Doucette; Bill Reid; Mary Two-Axe Early; Tecumseh; Graham Greene; Elijah Harper; Big Bear; Tantoo Cardinal; Tomson Highway; Buffy Sainte-Marie; Pauline Johnson; Tom Longboat; Angela Chalmers; Poundmaker
- While students should include biographical information about the persons they have selected, they are free to use any format they wish. They could write a research report, a biography, a poem or a personal reflection. Students should be sure to include what influenced them to select those persons as famous Aboriginal heroes. What is it about these persons that are special? They may also include how these persons typified First Nations cultural values.*

IN6.4 EXPLORE ASPECTS OF CULTURAL CHANGE OVER TIME, INCLUDING:

- reasons for cultural change
 - examples of cultural change
 - how cultural change affects youth
 - how youth respond to cultural change.
- a. **Delineate ways in which cultures might change over time.**
- b. **Propose reasons for changes in cultures over time by referring to First Nations and Métis peoples and other peoples in Canada and in a selection of countries bordering the Atlantic Ocean.**

- Using the 'Medicine Wheel', list the changes that occur in each of the four quadrants when young people adopt ideas from the outside world. Place into the appropriate quadrant.
Discussion/Inquiry
- c. **Discuss examples of change created by cultural interaction in Canada and a selection of countries bordering the Atlantic Ocean, being sure to examine perspectives of both the cultural group and the host community (e.g., adjusting long-standing cultural traditions in a new environment, finding greeting cards in different languages, learning a different language).**
- d. **Analyze the effect on youth of changes resulting from cultural interaction, and assess the response of youth to changes resulting from cultural interaction.**
 - Using the 'Medicine Wheel', list the changes that occur in each of the four quadrants when young people adopt ideas from the outside world. Place into the appropriate quadrant.
Discussion/Inquiry

GRADE 6 DYNAMIC RELATIONSHIPS

DR6.1 ANALYZE THE IMPACT OF THE DIVERSITY OF NATURAL ENVIRONMENTS ON THE WAYS OF LIFE IN CANADA AND A SELECTION OF COUNTRIES BORDERING THE ATLANTIC OCEAN.

- a. **Make generalizations about the effects of climate and vegetation in a local area on the historical development of people in the selected area.**
- b. **Describe the relationship between the climate and vegetation zones and the lifestyles (e.g., modes of travel, home and building construction, modes of dress, population health, types of sport, recreation and leisure activities, economic activity) of people in Canada and in a selection of countries bordering the Atlantic Ocean.**
 - A Story of the Group of Seven ISBN: 0-07-082418-5 (GSCS: 759.11 HUN)
 - Emily Carr: at the edge of the world ISBN:0-88776-640-4 (GSCS: 759.11BOG)
 - A Cree Life: the art of Allen Sapp ISBN: 0-88894-149-8 (GSCS: 759.11SAP)
 - I Heard the Drums ISBN: 0-773-2974-7 (GSCS: 759.11 SAP)
 - Through the eyes of the Cree and beyond: the art of Allen Sapp: the story of a people ISBN: 1-897010-14-1 (GSCS: 970.5 THR) DVD (GSCS: DVD 970.5 ALL)
 - Arctic Adventures: tales from the lives of Inuit Artists ISBN:978-0-88899-714-2 (GSCS: 305.897 RIV)
 - Spirit of the Cedar People: More stories and paintings of Chief Lelooska ISBN: 0-7894-2571-8 (GSCS: 398.2 LEL)
 - Stones, Bones, and Stitches: Storytelling through Inuit art ISBN:978-0-88776-854-5 (GSCS: 704.03 FAL)
 - Sharing the Circle: Contemporary work by First Nation artists ISBN:0-9690093-2-1 (GSCS: 708.11 SHA)
 - Indian artists at work ISBN: 0-88894-170-6 (GSCS: 709.01 STE)
 - The Elders are watching ISBN: 978-1-55192-641-4 (GSCS: 819.1 BOU)
 - Regeneration 11 disposable camera 1 indispensable nation (GSCS: DVD 700 REG)
 - Expressing our Heritage Métis Artistic Designs ©2002 Gabriel Dumont Institute, Graphic Design and Layout by Greenduplex Productions (GSCS: contact Board Office)
 - Gifts from the Thunderbird the life and art of Norval Morrisseau (GSCS:DVD 759.11 GIF)
 - The life and work of the Woodland Artists (GSCS: DVD 759.11 LIF)
 - Pow Wow Trail Series I.C.E Productions Ltd. www.arborrecords.com (GSCS:contact Board Office)
 - www.nativeonline.com/artists.html
 - <http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0009249>
 - http://www.saskschools.ca/curr_content/careered/elementary/imgettlessons/firstnationsarchitecture/firstnationsarchitecture.html
 - Arctic Rush (Series: Doc Zone) Video 46 min.
- c. **Investigate ways in which natural environments are reflected in the artistic expressions (music, dance, painting, sculpture, architecture) in Canada and in a selection of countries bordering the Atlantic Ocean.**
 - A Story of the Group of Seven ISBN: 0-07-082418-5 (GSCS: 759.11 HUN)
 - Emily Carr: at the edge of the world ISBN:0-88776-640-4 (GSCS: 759.11BOG)

- A Cree Life: the art of Allen Sapp ISBN: 0-88894-149-8 (GSCS: 759.11SAP)
- I Heard the Drums ISBN: 0-773-2974-7 (GSCS: 759.11 SAP)
- Through the eyes of the Cree and beyond: the art of Allen Sapp: the story of a people ISBN: 1-897010-14-1 (GSCS: 970.5 THR) DVD (GSCS: DVD 970.5 ALL)
- Arctic Adventures: tales from the lives of Inuit Artists ISBN:978-0-88899-714-2 (GSCS: 305.897 RIV)
- Spirit of the cedar people: more stories and paintings of Chief Lelooska ISBN: 0-7894-2571-8 (GSCS: 398.2 LEL)
- Stones, bones, and stitches: storytelling through Inuit art ISBN:978-0-88776-854-5 (GSCS: 704.03 FAL)
- Sharing the circle: contemporary work by First Nation artists ISBN:0-9690093-2-1 (GSCS: 708.11 SHA)
- Indian artists at work ISBN: 0-88894-170-6 (GSCS: 709.01 STE)
- The elders are watching ISBN: 978-1-55192-641-4 (GSCS: 819.1 BOU)
- Regeneration 11 disposable camera 1 indispensable nation (GSCS: DVD 700 REG)
- Expressing our Heritage Métis Artistic Designs ©2002 Gabriel Dumont Institute, Graphic Design and Layout by Greenduplex Productions (GSCS: contact Board Office)
- Gifts from the thunderbird the life and art of Norval Morrisseau (GSCS: DVD 759.11 GIF)
- The life and work of the woodland artists (GSCS: DVD 759.11 LIF)
- Pow Wow Trail Series I.C.E Productions Ltd. www.arborrecords.com (GSCS:contact Board Office)
- www.nativeonline.com/srtists.html
- <http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0009249>
- http://www.saskschools.ca/curr_content/careered/elementary/imgettlessons/firstnationsarchitecture/firstnationsarchitecture.html

d. Investigate the importance of place to the development of first languages and cultures.

- www.saskschools.ca/curr_content/aboriginal_res/
- www.pc.gc.ca/docs/r/pca-acl/sec5.aspx
- OTC Kit for Maps (GSCS: K 970.5 TRE)
- Pearson School Atlas ISBN: 978-0-13-122506-0
- [Teacher Resource Guide with CD ROM 978-0-13-039309-8 Language Maps of Canada](http://www.saskschools.ca/curr_content/careered/elementary/imgettlessons/firstnationsarchitecture/firstnationsarchitecture.html)
- First Nations Maps at <http://www.fnmr.gov.sk.ca/community/maps/firstnations>

DR6.2 ANALYZE WAYS IN WHICH THE LAND AFFECTS HUMAN SETTLEMENT PATTERNS AND SOCIAL ORGANIZATION, AND WAYS IN WHICH HUMAN HABITATION AFFECTS LAND.

- Identify, on a map or globe, major cities, landforms, and bodies of water in Canada and a selection of countries bordering the Atlantic Ocean.**
- Propose explanations for population distributions, densities, and growth rates in a selection of countries bordering the Atlantic Ocean, and compare this to population distributions, densities, and growth rates in Canada.**

- c. **Identify the historical and contemporary factors that influence the migration of people (e.g., environmental, economic, and political factors), and research examples from a selection of countries bordering the Atlantic Ocean.**
- d. **Conduct an inquiry into the nature of urbanization and examine the impact of urbanization on youth, including indigenous youth, in Canada and in a selection of countries bordering the Atlantic Ocean.**
 - http://www.tv.o.org/tvoforteachers/resources/VOXNATIVE_RES.doc (teacher resource)

DR6.3 APPRAISE THE STRATEGIES HUMAN SOCIETIES HAVE USED TO ORIENT THEMSELVES WITHIN TIME AND PLACE IN THE NATURAL ENVIRONMENT.

- a. **Investigate the role of astronomy and traditional practices and teachings in early map making and reading.**
- b. **Use parallels of latitude and meridians of longitude to situate locations on a map.**
- c. **Calculate the time in different time zones relevant to Canada and a selection of countries bordering the Atlantic Ocean, using technological tools and appropriate vocabulary, including international date line, Universal Time, local time, and daylight saving time.**
- d. **Investigate the Aboriginal understanding of day, night, and seasons as part of global cycles.**
 - The sun was the first clock: and other facts about time ISBN:978-0-7613-3252-7 (GSCS: 529 TAY)
 - www.ainc-inac.gc.ca/ks/pdf/story.pdf
 - Creation stories:
 - www.gct3.net/wp-content/uploads/2008/01/creation_stroy.pdf
 - www.tyendinaga.net/stories/creation.html
 - www.native-art-in-canada.com/creationstory.html
 - www.sicc.sk.ca/heritage/ethnography/dene/beliefs/worldview.htm
 - www.chnm.gmu.edu/exploring/pre_18thcentury/creationstories/pop_sioux.html
 - <http://www.fourdirectionsteachings.com/transcripts/cree.html>
 - The woman who fell from the sky: the Iroquois story of creation (GSCS:398.2 BIE)
 - Seasons of the circle: a Native American year ISBN: 0-8167-7467-6 (GSCS: 391.08 BRU)
 - The Elders Are Watching (GSCS: 819.1 BOU / ISBN: 978-1-55192-641-4)
 - Invite an elder to talk about this.
 - Seasons of the circle: a Native American year ISBN: 0-8167-7467-6 (GSCS: 391.08 BRU)
 - www.aboriginanl-culture.com
 - Invite and elder to come and talk about this.
 - The Medicine wheel: earth astrology (GSCS: 299 SUN / 0-13-572982-3)
 - Dancing with the wheel: the medicine wheel workbook (GSCS: TR 299.7 SUN / ISBN: 0-671-76732-1)
- e. **Describe and compare diverse approaches to natural resource and land use among First Nations and Métis peoples in Canada, among indigenous peoples in countries bordering the Atlantic Ocean, and non-indigenous peoples of these regions, and explore how these**

diverse approaches have come into conflict and been in harmony in various time periods and locations.

- The sun was the first clock: and other facts about time ISBN:978-0-7613-3252-7 (GSCS: 529 TAY)
- www.ainc-inac.gc.ca/ks/pdf/story.pdf
- Creation stories:
- www.gct3.net/wp-content/uploads/2008/01/creation_stroy.pdf
- www.tyendinaga.net/stories/creation.html
- www.native-art-in-canada.com/creationstory.html
- www.sicc.sk.ca/heritage/ethnography/dene/beliefs/worldview.html
- www.chnm.gmu.edu/exploring/pre_18thcentury/creationstories/pop_sioux.html
- <http://www.fourdirectionsteachings.com/transcripts/cree.html>
- The woman who fell from the sky: the Iroquois story of creation (GSCS:398.2 BIE)
- Seasons of the circle: a Native American year ISBN: 0-8167-7467-6 (GSCS: 391.08 BRU)
- The Elders Are Watching (GSCS: 819.1 BOU / ISBN: 978-1-55192-641-4)
- Invite an elder to talk about this.
- Seasons of the circle: a Native American year ISBN: 0-8167-7467-6 (GSCS: 391.08 BRU)
- www.aborigianl-culture.com
- Invite and elder to come and talk about this.
- The Medicine wheel: earth astrology (GSCS: 299 SUN / 0-13-572982-3)
- Dancing with the wheel: the medicine wheel workbook (GSCS: TR 299.7 SUN / ISBN: 0-671-76732-1)
- <http://jane.whiteoaks.com/2009/10/13/first-nations-astronomy-seeing-the-ininewuk-cree-and-ojibway-sky/>

DR6.4 RELATE CONTEMPORARY ISSUES TO THEIR HISTORICAL ORIGINS IN CANADA AND A SELECTION OF COUNTRIES BORDERING THE ATLANTIC OCEAN.

- Construct a timeline or other graphic or digital representation to associate contemporary events with their historical origins in Canada and in a selection of countries bordering the Atlantic Ocean.**
- Analyze the historical origins of a current issue affecting youth in Canada and a selection of countries bordering the Atlantic Ocean by tracing the evolution of the issue over time (e.g., slavery, colonization, migration, and indigenous peoples' relationships with colonizing peoples).**
 - The sun was the first clock: and other facts about time ISBN:978-0-7613-3252-7 (GSCS: 529 TAY)
 - www.ainc-inac.gc.ca/ks/pdf/story.pdf
 - Creation stories:
 - www.gct3.net/wp-content/uploads/2008/01/creation_stroy.pdf
 - www.tyendinaga.net/stories/creation.html
 - www.native-art-in-canada.com/creationstory.html
 - www.sicc.sk.ca/heritage/ethnography/dene/beliefs/worldview.html;
 - www.chnm.gmu.edu/exploring/pre_18thcentury/creationstories/pop_sioux.html
 - <http://www.fourdirectionsteachings.com/transcripts/cree.html>
 - The woman who fell from the sky: the Iroquois story of creation (GSCS:398.2 BIE)
 - Seasons of the circle: a Native American year ISBN: 0-8167-7467-6 (GSCS: 391.08 BRU)

- The Elders Are Watching (GSCS: 819.1 BOU / ISBN: 978-1-55192-641-4)
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- Dancing with the wheel: the medicine wheel workbook (GSCS: TR 299.7 SUN / ISBN: 0-671-76732-1)

GRADE 6 POWER AND AUTHORITY

PA6.1 EXAMINE THE RELATIONSHIP BETWEEN AN INDIVIDUAL'S POWER AND AUTHORITY AND THE POWER AND AUTHORITY OF OTHERS.

- a. **Illustrate the forms of power (an individual or a group's ability to influence): force, authority, and influence (voice) with respect to their personal lives (e.g., force: pushing someone, saying something hurtful; authority: being elected class representative, being invited to act or speak on behalf of the group, inviting others to act or speak on behalf of the group; influence: speak out on their behalf or on the behalf of others).**
 - Request power point on 'Sources of Power' from board office
 - Speaker from White Buffalo Youth Lodge, Egadz, St. Mary's Dance Troupe (Elementary School in Saskatoon), First Nation Theatre Company in Saskatoon
- b. **Give examples of the forms of power (force: gangs, bullying; authority: leadership of an organization; influence: clergy, charisma) in the local community.**
- c. **Determine traits common to individuals who are perceived as effective leaders in a variety of contexts in the local, provincial, territorial, national, or international arena.**
- d. **Identify and examine the characteristics of local, provincial, national, and international leaders and organizations in order to:**
 - understand how the individuals and organizations identified obtained their power
 - explain how the individuals and organizations identified
 - use influence, force, or authority
 - show the relationship between the power and authority
 - of those individuals and organizations, and the power and authority of others.
- e. **Describe diverse ways in which groups and societies, especially those groups involving young people, deal with competing claims for power.**
- f. **Explain choices young people must make in reconciling the tensions between the dominant social group and individual choice (e.g., drug and alcohol use; social relationships; academic programs, choice of extra-curricular activities, and career interests).**

PA6.2 ANALYZE THE DISTRIBUTION OF POWER AND PRIVILEGE IN CANADA AND A SELECTION OF COUNTRIES BORDERING THE ATLANTIC OCEAN.

- a. **Gather and interpret data from various print and electronic sources, such as graphs, maps, and charts, to illustrate geographic and economic differences among regions in Canada and a selection of countries bordering the Atlantic Ocean (e.g., mountainous areas: tourism, forestry, and mining; coastal areas: fishing and shipping).**

- b. **Suggest reasons for any economic differences among the regions in Canada and a selection of countries bordering the Atlantic Ocean, and speculate on the effects of those differences.**
- c. **Investigate the concept of white privilege, and assess the degree to which it exists within Canada and a selection of countries bordering the Atlantic Ocean.**
 - Request power point on ‘Sources of Power’ from board office
 - Request power point on ‘White Privilege’ from board office
 - Speaker from White Buffalo Youth Lodge, Egadz, St. Mary’s Dance Troupe (Elementary School in Saskatoon), First Nation Theatre Company in Saskatoon
- d. **Identify the personal and societal impact of white privilege on individuals and groups within Canada and a selection of countries bordering the Atlantic Ocean.**
 - Use the “Medicine Wheel” to assess how individuals are impacted by privilege. How is the wheel affected?
 - Request power point on “Power and Racism” from board office

PA6.3 EXPLORE EXAMPLES AND EXPLAIN HOW PEOPLE, SUCH AS ETHNIC MINORITY GROUPS, THE DISABLED, YOUTH, AND THE ELDERLY, MAY BE AFFECTED BY INJUSTICE OR ABUSES OF POWER.

- a. **Describe incidents of the misuse of power in groups of which students are aware.**
- b. **Research laws that specifically affect young people, minority groups, the disabled, and the elderly to determine the disposition of governments toward the status of these groups, and evaluate the reasons for and effectiveness of such laws.**
- c. **Propose changes needed in human behaviour and institutions in order to prevent the abuse of power.**
- d. **Investigate the relationship between people and their governments in Canada and a selection of countries bordering the Atlantic Ocean. Include such things as human rights, treatment of minorities, history with indigenous peoples, infrastructure for health, and education (including reference to residential schools and the intergenerational impact of those experiences).**

PEOPLE AND GOVERNMENTS

- Request power point on “Power and Racism” from board office
- Residential Schools
- PLEA: <http://www.plea.org/>
- Have a lawyer as guest speaker
- Link with ELA curriculum Looking for Answers ? Social, Cultural, Historical Perspective)

RELATIONSHIP BETWEEN PEOPLE AND THEIR GOVERNMENTS

- www.cbc.ca/canada/story/2008/05/16/f-faqs-residential-schools.html
- As Long as the River Flows (OTC Treaty Kit GSCS: 970.5 TRE) Residential Schools:
- www.afn.ca/residentialschools/history.html
- www.residentialschoolsettlement.ca/schools.html#Saskatchewan
- www.deal.org/content/index.php?option=com_content&task=view&id=889&Itemid=1082
- <http://www.wherearethekids.ca/>

- www.saskschools.ca/~gregory/intro.html
- www.saskschools.ca/~gregory/firstnations/first.html
- www.afn.ca/residentialschools/history.html
- **INDIGENOUS CONCEPT OF ABUNDANCE**
- Video 3/1: Potlatch First Nations: The Circle Unbroken
- www.thecanadianencyclopedia.com
- Google search potlatch, wealth, abundance
- <http://wapedia.mobi/en/Wealth?t=7>
- Fur Trade: http://www.otc.ca/pdfs/fur_trade.pdf
- www.canadiana.org/hbc/stories/aboriginals1_e.html
- (Potlatch) Assu of Cape Mudge (DVD) ISBN: (GSCS: DVD 971 ASS)
- <http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0006431>
- http://www.umista.org/masks_story/en/ht/potlatch01.html
- www.absoluteastronomy.com/topics/Potlatch

GRADE 6 RESOURCES AND WEALTH

RW6.1 EXAMINE AND ANALYZE FACTORS THAT CONTRIBUTE TO QUALITY OF LIFE, INCLUDING MATERIAL AND NON-MATERIAL FACTORS.

- a. **Explain the difference between needs and wants.**
- b. **Compare and contrast the needs and wants of Canadian youth with those of youth in a selection of countries bordering the Atlantic Ocean.**
- c. **Recognize the variation in value placed on quality of life indicators in varying locations, cultures, and time periods.**
- d. **Investigate the indigenous concept of abundance as it relates to the western concept of wealth.**
- e. **Explain factors that affect the quality of life of youth in Canada and a selection of countries bordering the Atlantic Ocean (e.g., labour practices, access to education and technology, shelter, food and water, health care, sport and recreation, inclusion, or marginalization).**
- f. **Assess ways in which technology influences the quality of life for youth in Canada and in a selection of countries bordering the Atlantic Ocean (e.g., access to energy, transportation, and communication systems).**
- g. **Compare and contrast the quality of life in Canada with the quality of life in a selection of countries bordering the Atlantic Ocean using various sources of data including a quality of life index, maps, graphs, and charts.**
- h. **Propose reasons which might explain the differences in the quality of life of young people in Canada and in a selection of countries bordering the Atlantic Ocean.**
- i. **Research sources of wealth (including natural resources and industries) in Canada and a selection of countries bordering the Atlantic Ocean.**
 - Inquiry: Land
 - Use a map to determine how much land the First Nations contributed to Canada (map available in Treaty Power Point and in your library).
 - Develop questions around control and ownership of the lands, including reserves.
 - Develop questions around Métis struggles for a land base.
- j. **Recognize and assess the relationship between wealth and resources and the distribution of power and authority in Canada and a selection of countries bordering the Atlantic Ocean.**

RW6.2 CONTRIBUTE TO INITIATING AND GUIDING CHANGE IN LOCAL AND GLOBAL COMMUNITIES REGARDING ENVIRONMENTAL, SOCIAL, AND ECONOMIC SUSTAINABILITY.

- a. **Represent through visual art, music, dance, writing, or other representation the contribution of individuals and communities to initiate change that supports sustainability.**
- b. **Investigate how individual local consumer choices may affect people elsewhere in the world (e.g., child labour, enslavement, sweat shops, consumption of scarce resources, prosperity through employment).**
- c. **Develop an action plan for harmonizing one's personal lifestyle with collective needs regarding social, environmental, and economic sustainability.**

GRADE 7 INTERDEPENDENCE

IN7.1 INVESTIGATE EXAMPLES OF CONFLICT, COOPERATION, AND INTERDEPENDENCE BETWEEN CANADA AND CIRCUMPOLAR AND PACIFIC RIM COUNTRIES.

- a. **Examine the mission, goals, and structure of an organization whose mandate is national or international co-operation (e.g., United Nations, NORAD, NAFTA, APEC, Organization of American States, Association of Southeast Asian Nations, Western Aboriginal Development Alliance).**
 - (World Council of Indigenous People) <http://cwis.org/wcip.html>
 - (Council of World Indigenous Studies) <http://cwis.org/>
 - (Western Aboriginal Development Alliance)
<http://www.hrsdc.gc.ca/eng/cs/sp/hrsdcd/edd/reports/1998-000351/page02.shtml>
 - (Métis National Council) <http://www.metisnation.ca/>
 - (Assembly of First Nations) <http://www.afn.ca/>
- b. **Critique the influence of an organization with a mandate for national or international co-operation in terms of its contributions toward conflict, cooperation, self-reliance, and interdependence.**
- c. **Diagnose reasons for a current or historical conflict involving Canada and a circumpolar or Pacific Rim country.**
- d. **Create an inventory illustrating the interdependence of Canada and circumpolar and Pacific Rim countries.**

IN7.2 EXAMINE THE EFFECTS OF GLOBALIZATION ON THE LIVES OF PEOPLE IN CANADA AND IN CIRCUMPOLAR AND PACIFIC RIM COUNTRIES.

- a. **Identify the countries of origin of people, or of personal objects or tools (e.g., clothing, foods, friends, classmates, teachers, electronic equipment, favourite websites).**
- b. **Investigate the international links of a Saskatchewan business.**
- c. **Define globalization, and identify examples of globalization in the local community.**
- d. **Analyze the economic impact of globalization in relation to the effects on the environment.**
 - Inquiry: Use traditional First Nations worldview (power point available from FNMI office) to determine the value of 'stewardship' in relation to the environment.
- e. **Articulate and interpret the main arguments for and against globalization.**
- f. **Conduct an inquiry to determine the effects of globalization on the local community.**

IN7.3 ANALYZE THE RELATIONSHIP OF TECHNOLOGY TO GLOBALIZATION.

- a. **Identify technological connections that exist in the student's life, and classify them as local, national, or international.**
- b. **Analyze the risks and benefits related to various technologies.**
- c. **Develop an argument that addresses the impact of technology and globalization on societies.**

GRADE 7 DYNAMIC RELATIONSHIPS

DR7.1 ANALYZE AND USE VARIOUS TYPES OF MAPS (THAT PROVIDE DIFFERING PERSPECTIVES AND INFORMATION FOR DIFFERING PURPOSES) IN ORDER TO SITUATE CURRENT ISSUES IN CANADA, AND IN A SELECTION OF PACIFIC RIM AND NORTHERN CIRCUMPOLAR COUNTRIES.

- a. **Locate the continents and significant physical features (e.g., landforms, water bodies, climatic zones, vegetation zones) on a world map.**
 - Map of Canada <http://www.canadainfolink.ca/physiomp.gif>
- b. **Identify the major population clusters in Canada, and in a selection of Pacific Rim and northern circumpolar countries and locate them on a map.**
- c. **Locate and identify Treaty territories on a map of Canada.**
 - (Office of the Treaty Commissioner) <http://www.otc.ca/>
 - 'Treaty' Power point available from FNMIE office
 - Treaty Kit 7-12 available in each school
- d. **Examine maps of various projections and scales (e.g., Mercator, Peters, circumpolar, plate tectonics, Phillips) in order to determine the characteristics and application of each map.**
- e. **Examine and propose the advantages, limitations, and potential uses of a variety of types of maps (e.g., Mercator, Peters, circumpolar, plate tectonics, Phillips).**
- f. **Describe the nature of the physical, political, and population geography of Pacific and northern Canada, and of a selection of Pacific Rim and circumpolar countries using data from various maps, charts, and graphs.**
- g. **Construct generalizations about the nature of the physical, political, and population geography in Pacific and northern Canada, and in a selection of Pacific Rim and circumpolar countries.**

DR7.2 APPRAISE THE IMPACT OF HUMAN HABITATION ON THE NATURAL ENVIRONMENT IN CANADA, AND IN A SELECTION OF PACIFIC RIM AND NORTHERN CIRCUMPOLAR COUNTRIES.

- a. **Identify the influence of physical features such as water bodies, topography, and natural resources on the location of people in Pacific and northern Canada (including the traditional homelands of indigenous peoples) and in a selection of Pacific Rim and circumpolar countries.**
 - <http://www.bced.gov.bc.ca/abed/images/map2.jpg>
 - (West Coast First Nations)
http://images.google.ca/imgres?imgurl=http://www.bced.gov.bc.ca/abed/images/map2.jpg&imgrefurl=http://www.bced.gov.bc.ca/abed/map.htm&usq=_eBi42xANfjWOKBu01G42

[ZxrgRrM=&h=1445&w=1509&sz=701&hl=en&start=1&tbnid=uStHWGTL4Bl7oM:&tbnh=144&tbnw=150&prev=/images%3Fq%3Dfirst%2Bnations%2Bof%2Bbritish%2Bcolumbia%26gbv%3D2%26hl%3Den%26safe%3Dstrict%26client%3Dfirefox-a%26rls%3Dorg.mozilla:en-S:official%26sa%3DG&safe=strict](http://www.canadainfolink.ca/physiomp.gif)

- Map of Canada <http://www.canadainfolink.ca/physiomp.gif>

b. Examine the effects of humans and their technology on the natural environment in Canada, and in a selection of Pacific Rim and circumpolar countries, including the consequences for indigenous peoples who inhabit those regions (e.g., over harvesting of salmon fishery, increased incidence of severe weather, influence of logging industry on the natural world and ecosystems, effects of deforestation and coral removal, and efforts to reclaim shorelines and restore the natural barriers).

- Kouchibouquac National Park of Canada (Series: Canadian Geographic Kids VI) Video 23 min.
- Dawson City, Yukon The Yukon Quest (Series: Canadian Geographic Kids) Video 24 min.
- Grand Manan, New Brunswick: The Volcanic Island (Series: Canadian Geographic Kids) Video 24 min.
- Crowsnest Pass, Alberta: Following the Foothills (Series: Canadian Geographic Kids) Video 24 min. (On R.O.V.E.R.).
- Manitoba History, Number 17, Spring 1989
- Hunters and Bombers (Video 2/1): First Nations, The Circle Unbroken
- Uranium (Video 3/3): First Nations, The Circle Unbroken
- Laxwesa Wa, Strength of the River: Fishing on the Fraser River (Video 6/1): First Nations, The Circle Unbroken
- Laxwesa Wa, Strength of the River: Fishing on the Coast (Video 6/2): First Nations, The Circle Unbroken
- Blockade: Who Owns the Land? (Video 6/3): First Nations, The Circle Unbroken
- Ste. Madeleine: Community Without a Town; Métis Elders in Interview.
- Ken and Victoria Zeilig. Winnipeg: Pemican Publications, 1987. 205 pp. ill. ISBN 0-919143-45-8.
- This book tells the story of another displaced Métis community. It is the story of the resistance and persistence of a group of Métis in the face of racial discrimination from their Euro-Canadian neighbors and a bungling government bureaucracy. The theme of homeland is an ever present one in the accounts of the five ex-inhabitants of the Community Without a Town.

c. Explore situations where changes in the environment, induced naturally or by humans, have resulted in the relocation of peoples in Canada, and in a selection of Pacific Rim and circumpolar countries, including indigenous peoples who inhabit those regions. Explain the reasons for the relocation and its consequences.

- Kouchibouquac National Park of Canada (Series: Canadian Geographic Kids VI) Video 23 min.
- Dawson City, Yukon The Yukon Quest (Series: Canadian Geographic Kids) Video 24 min.
- http://www.umanitoba.ca/institutes/natural_resources/canadaresearchchair/Encyclopedia%20of%20Religion%20And%20Nature%20James%20Bay%20Cree%20and%20Hydro-Quebec.pdf (The James Bay project)
- http://en.wikipedia.org/wiki/James_Bay_Project (The James Bay project and its effects)
- Grand Manan, New Brunswick: The Volcanic Island (Series: Canadian Geographic Kids) Video 24 min.

- Crowsnest Pass, Alberta: Following the Foothills (Series: Canadian Geographic Kids) Video 24 min. (on R.O.V.E.R.).
 - Manitoba History, Number 17, Spring 1989
 - Ste. Madeleine: Community Without a Town; Métis Elders in Interview.
 - Ken and Victoria Zeilig. Winnipeg: Pemican Publications, 1987. 205 pp. ill. ISBN 0-919143-45-8.
- d. **Trace examples of current effects of climate change on the movement of peoples (e.g., melting of the polar icecap and greater accessibility to the North-West Passage and the oil underneath) and hypothesize about the potential effects of climate change on the movement of peoples in the future.**
- e. **Explore the Treaty relationship and the values and beliefs associated with sharing the land.**
- Spirituality power point from the FNMI Education Unit
 - <http://www.otc.ca/>

DR7.3 ANALYZE THE RELATIONSHIP BETWEEN CURRENT AND HISTORICAL EVENTS AND THE PHYSICAL AND SOCIAL ENVIRONMENTS IN PACIFIC AND NORTHERN CANADA AND IN A SELECTION OF PACIFIC RIM AND CIRCUMPOLAR COUNTRIES.

- a. **Relate current issues to location by using physical maps, political maps, and population maps of Canada, and a selection of Pacific Rim and circumpolar countries in order to understand the role of geography in shaping political events (e.g., sovereignty over the North-West Passage, Western intervention in other countries, political alliances, adoption of a system of government) and economic activity (e.g., economic alliances, trading partners, exploitation of resources, impact of the reserve system on First Nations populations) in Canada, and a selection of Pacific Rim and circumpolar countries. Inquiry: Develop inquiry questions related to: segregation; economics; land base; education; hunting, trapping and fishing; the 'Pass System'; relocation; etc.**
- http://www.tvon.org/tvoforteachers/resources/VOXNATIVE_RES.doc (teacher resource)
 - [Text of Stephen Harper's residential schools apology - CTV News](#)
 - Residential Schools power point available from the FNMI Education Unit.
 - <http://ainc.info/ai/rqpi/info/im/index-eng.asp>
- b. **Examine the effects of natural or human catastrophes on affected populations, and, by extension, on the history of human habitation of the region.**
- Last Days of Okak
 - Video 4/2 First Nations: The Circle Unbroken
 - (Spanish Flu)
 - Coppermine
 - Video 7/1 First Nations: The Circle Unbroken
 - (Tuberculosis)
 - The Circle Unbroken Series is available from the FNMI Education Unit.
 - http://archives.cbc.ca/for_teachers/1136/ (Consequences of the relocation of the Davis Inlet community)
 - <http://archives.cbc.ca/society/poverty/topics/1671-11509/>

- (Gas sniffing in Davis Inlet)
- c. **Analyze the influence of contact with another culture on the Aboriginal peoples of Canada, circumpolar countries, and a selection of Pacific Rim countries (e.g., the influence of Europeans on the indigenous peoples of Canada, Mexico, and Australia).**
- DVD 500 Nations Series Available from the FNMI Education Unit.
 - http://www.heritage.nf.ca/aboriginal/inuit_impacts.html (Impacts of non-aboriginal activities on the Inuit)
- d. **Assess the effects of relocations and deportations of affected groups in Canada, and in circumpolar and Pacific Rim countries (e.g., the Acadian deportation, the treatment of European immigrants during WWI, the internment of Japanese-Canadians in WW2, First Nations children in Canada and Australia abducted from their homes to attend residential schools).**
- Residential Schools
 - Power point available from FNMI office
 - DVD “Where are the Children?”
 - Residential School survivor as a guest
 - Music on YouTube: “Took the Children Away”
 - Métis Dispersals
 - Do inquiry around the First Dispersal from Red River area and the Second Dispersal after the Riel Resistance
 - http://archives.cbc.ca/for_teachers/1136/ (Consequences of the relocation of the Davis Inlet community)
 - <http://archives.cbc.ca/society/poverty/topics/1671-11509/>
 - (Gas sniffing in Davis Inlet)
 - http://www.umanitoba.ca/institutes/natural_resources/canadaresearchchair/Encyclopedia%20of%20Religion%20And%20Nature%20James%20Bay%20Cree%20and%20Hydro-Quebec.pdf (The James Bay project)
 - http://en.wikipedia.org/wiki/James_Bay_Project (The James Bay project and its effects)
- e. **Conduct an inquiry synthesizing the link between historical events, population dynamics, and environment.**
- Inquiry: Develop inquiry questions related to: segregation; economics; land base; education; hunting, trapping and fishing; the ‘Pass System’; relocation; etc.
 - http://www.tv.org/tvoforteachers/resources/VOXNATIVE_RES.doc (teacher resource)
- f. **Investigate relationships within and among select circumpolar and Pacific Rim countries to determine reasons for current political and economic relationships.**
- g. **Debate the positions of circumpolar and Pacific Rim countries with respect to climate change.**

GRADE 7 POWER AND AUTHORITY

PA7.1 COMPARE THE SOURCES OF POWER FOR INDIVIDUALS, NATIONS, AND REGIONS IN A SELECTION OF PACIFIC RIM AND CIRCUMPOLAR COUNTRIES.

- a. **Describe the source of power (resources, numbers, organization) and forms of power (force, authority, influence) used by individuals in a position of leadership in the local community or a local organization.**
 - Power point: Power/Racism/Healing available from FNMI Education Unit
- b. **Analyze the sources of power, including organization, resources (technological, human, and military), and numbers, evidenced in the exercise of power by an individual, organization, or nation as described in a current events article.**
 - Power point: Power/Racism/Healing available from FNMI Education Unit
- c. **Assess the sources of power held by the First Nations and the Europeans respectively in the negotiations of the treaty which governs the local area.**
 - Inquiry: Develop inquiry around issues of: Treaties as covenant; compare checklist of powers held by First Nations, Métis, Inuit and Euro-Canadians
 - <http://www.otc.ca/>
- d. **Identify examples of the use of co-operation balance and harmony as a sources of power used to effect change in the local, provincial, national, or international community (e.g., service organizations, trade unions, First Nations and Métis organizations, co-operative movements, advocacy groups).**
- e. **Analyze the sources of power of a national leader of a Pacific Rim or circumpolar country.**

PA7.2 INVESTIGATE THE STRUCTURES AND PROCESSES OF DEMOCRATIC GOVERNMENT IN CANADA.

- a. **Survey the principles of democracy as defined by family, school, and community members, and synthesize into a definition of democracy.**
- b. **Compare the responsibilities of municipal, provincial or territorial, and federal and First Nations governments in Canada.**

RESPONSIBILITIES OF GOVERNMENT

- First nations/Métis governance power point from FNMI Education Unit.
- <http://www.fsin.com/>
- <http://www.afn.ca/>
- <http://www.mn-s.ca/>
- <http://www.metisnation.ca/>

ROLES OF ELECTED INDIVIDUALS

- First Nations Governance
- Power point available from office

- <http://www.fsin.com/>
 - <http://www.afn.ca/>
 - Métis Governance
 - Power point available from office
 - <http://www.mn-s.ca/>
 - <http://www.metisnation.ca/>
- c. Describe the roles of the elected representatives in the local (reeve, mayor, councilor), provincial or territorial (member of the legislative assembly), federal (member of parliament), First Nations (councillor, chief) system of government and Métis governance structures.
- d. Election processes in Canada. Investigate the federal, provincial or territorial, or local d. election processes in Canada.
- e. Chart the structures of Canadian government at the local, provincial, and national levels.

PA7.3 COMPARE THE STRENGTHS AND WEAKNESSES OF OLIGARCHY, DICTATORSHIP, AND DEMOCRACY AS SYSTEMS OF GOVERNMENT.

- a. Examine the systems of government of circumpolar or Pacific Rim countries which are not democracies (e.g., China, North Korea, Vietnam, Fiji).
- b. Contrast the systems of government of the non-democracies in circumpolar and Pacific Rim countries with Canada's system of government.
- c. Identify the criteria by which countries are described as dictatorships, oligarchies, or democracies.
- d. Analyze the strengths and weaknesses of democracy, oligarchy, and dictatorship as systems of government.

GRADE 7 RESOURCES AND WEALTH

RW7.1 EXPLAIN THE ROLE OF BARTER, TRADE, AND SHARING IN TRADITIONAL ECONOMIES IN CANADA AND THE CIRCUMPOLAR AND PACIFIC RIM COUNTRIES.

- a. **Role play the practices of barter, trade, and sharing used to obtain goods and services.**
- b. **Describe examples of barter, trade, and sharing in the local community.**
- c. **Present the experiences of Elders and senior citizens in the local community regarding barter, sharing, and trade.**

EXPERIENCES OF ELDERS

- Invite First Nations/Métis Elders (kehtayak) to speak on the principle of sharing and its origins. Please contact FNMI education unit for a resource list or names of Elders.
- d. **Question whether economies based on barter, trade, and sharing are sustainable.**

RW7.2 INVESTIGATE THE INFLUENCE OF RESOURCES UPON ECONOMIC CONDITIONS OF PEOPLES IN CIRCUMPOLAR AND PACIFIC RIM COUNTRIES.

- a. **Formulate a definition of a natural resource, and differentiate between renewable and non-renewable resources.**
- b. **Identify the locations of natural resources of circumpolar and Pacific Rim countries using appropriate maps, and analyse the impact of the resources on local communities.**
- c. **Differentiate between primary, secondary, and tertiary industry.**
- d. **Correlate the presence of resources and industries to the gross national product of circumpolar and Pacific Rim countries.**
- e. **Draw conclusions about the standard of living of people in Pacific Rim and circumpolar countries using material wealth measures (gross national product, gross domestic product) and non-material measures (the quality of life index, happiness index).**

RW7.3 ASSESS THE ECOLOGICAL STEWARDSHIP OF ECONOMIES OF CANADA AND THE CIRCUMPOLAR AND PACIFIC RIM COUNTRIES.

- a. **Research and illustrate the origins and current meanings of the words “steward” and “stewardship”.**
STEWARDSHIP
 - Inquiry: Explore the First Nations world view and the hierarchy of creation (power point available from FNMI office). Create questions around stewardship based on the knowledge that ‘humanity is the most dependent life form’.

- b. Define the word “sustainable”, and discriminate between the concepts of sustainable and unsustainable as they apply to resources and industry.**
- c. Examine the sustainability of the economies of a selection of circumpolar and Pacific Rim countries, and propose practices which might increase the level of sustainability.**

GRADE 8 INTERDEPENDENCE

IN8.1 INVESTIGATE THE MEANING OF CULTURE AND THE ORIGINS OF CANADIAN CULTURAL DIVERSITY.

- a. **Create an inventory of cultural elements people throughout the world have in common, regardless of where they live (e.g., transmission of values through education, spiritual systems, ways of governing themselves, ways of satisfying needs and wants, family structure, means of self-expression, strategies for recreation and play).**
 - Artistic Pattern**
 - <http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0009745>
 - <http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0003977>
 - <http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0006446>
 - Native Dance**
 - <http://natedance.ca>
- b. **Formulate a definition of culture from responses to the question, “What is culture?” (e.g., A group’s beliefs, norms, institutions, and communication patterns; a learned way of living shared by a group of people).**
- c. **Examine the extent to which cultural groups are able to retain their cultural identity in Canada, with reference to elements of culture, including kinship patterns (e.g., how children are perceived, relationship to the aged, family networks, living arrangements, rites of passage), artistic patterns (e.g., self-expression in visual art, music, literature, dance, fashion), religious patterns (e.g., tenets of doctrine, worship habits, place of religion in daily life), education patterns (e.g., methods of passing on the culture, who attends school, who is eligible for higher education), recreational and play patterns (e.g., sports, games, traditions, celebrations).**
 - Video on Cultural Identity Struggle; title: "Michelle Hugli" housed on R.O.V.E.R thru Department of Education <http://rover.scn.ca/watchVideo.htm?filename=V1371.flv>
 - Traditional Métis and First Nations Spirituality PowerPoint (contact FNMIE for powerpoint)
 - Medicine Wheel PowerPoint (contact FNMIE for powerpoint)
- d. **Analyze shared characteristics among First Nations, Inuit, and Métis cultures in Canada.**
 - First Nations: http://en.wikipedia.org/wiki/First_Nations
 - Inuit: <http://en.wikipedia.org/wiki/Inuit>
 - Métis: [http://en.wikipedia.org/wiki/M%C3%A9tis_people_\(Canada\)](http://en.wikipedia.org/wiki/M%C3%A9tis_people_(Canada))
 - <http://www.sfu.museum/time/en/panoramas/beach/spiritual-beliefs/>
- e. **Investigate why First Nations, Inuit, and Métis communities strive to preserve and revitalize their languages, and determine the consequences of the disappearance of cultures and languages.**
 - Deculturation and Assimilation
http://canadiana.org/citm/themes/aboriginals/aboriginals9_e.html

- 'Métis Culture PowerPoint' (contact FNMIE for powerpoint)
 - Invite a Cultural Advisor or kehtaya to speak on the significance of Language
 - <http://www.cbc.ca/news/background/aboriginals/endangered-languages.html>
 - Inquiry: Education as a 'Double edged sword' on Aboriginal languages
- f. **Describe the purposes and results of heritage languages and bilingualism policies in Canada and Saskatchewan.**
- g. **Identify questions and issues of importance to Francophone people in Canada and Saskatchewan (e.g., linguistic and educational rights, changing demographics), and assess the impact of language and education laws on the Francophone community.**
- h. **Analyze the impact of language and education laws on minority groups in Canada.**
- 'Residential Schools PowerPoint contact FNMIE at board office
 - www.OTC.ca
 - http://archives.cbc.ca/society/native_issues/topics/692/
 - <http://www.hiddenfromhistory.org/VoicesoftheCanadianHolocaust/tabid/57/Default.aspx>

IN8.2 APPRAISE THE INFLUENCE OF IMMIGRATION AS A FACTOR IN CANADIAN CULTURAL DIVERSITY.

- a. **Research reasons for diverse peoples choosing Canada as a home (e.g., economic opportunity, economic hardship or war in the country of origin, reunification of family, escape from religious or political oppression).**
- b. **Construct a timeline of the historical immigration patterns in Western Canada.**
- c. **Investigate the evolution of Canada's immigration policy and assess the impact on historic and contemporary immigration patterns.**
- d. **Assess the fairness of Canada's current immigration policy by conducting an inquiry to determine if the ancestor of a student or a community member would be admitted to Canada by today's criteria (recognize that not all students will be descendants of immigrants, such as Aboriginal students or those who are recent immigrants).**
- e. **Assess the benefits and challenges of the multicultural policy in Canada.**

GRADE 8 DYNAMIC RELATIONSHIPS

DR8.1 DEVELOP AN UNDERSTANDING OF THE SIGNIFICANCE OF LAND ON THE EVOLUTION OF CANADIAN IDENTITY.

- a. **Examine the influence of the land on the Canadian personality depicted in literary texts, songs, media presentations, visual art and dance, sport and recreation.**
- b. **Analyze the relationship between the traditional Aboriginal concept of land (an animate being; the source of life) and the contemporary Western European notion of land (a resource to be owned and exploited) through the centuries.**
 - Use the Power point on "Traditional First Nations Spirituality" available from FNMIE office. Refer to the "Order of Creation" and humanity's position.
 - Inquiry: Focus on First Nations relationship to 'land' and compare to Euro-Canadian model
 - <http://www.fngovernance.org/land/index.htm>
- c. **Illustrate on a map various designated lands in Canada (e.g., lands set aside such as reserve lands, settlement lands, heritage sites, homesteads, wildlife refuges, parks, crown land and trans-boundary areas) and explain such designations.**
 - Publication: "First Nations in Saskatchewan" by Indian and Northern Affairs Canada, Saskatchewan Region
 - <http://www.fnmr.gov.sk.ca/community/maps/mns>
 - <http://www.fnmr.gov.sk.ca/community/maps/firstnations>
- d. **Investigate the importance of the land in the Canadian economy (e.g., agriculture, trapping, hydroelectricity, fishing, mining, forestry, tourism), and speculate about the impact on the identity of Canadians.**
- e. **Investigate the impact of land on the identity of First Nations, Métis, and Inuit peoples.**
 - <http://www.sicc.sk.ca/heritage/ethnography/index.html>
 - <http://www.mn-s.ca/>
 - <http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0010461>
 - <http://eprints.qut.edu.au/2081/1/2081.pdf>

DR8.2 DESCRIBE THE INFLUENCE OF THE TREATY RELATIONSHIP ON CANADIAN IDENTITY.

- a. **Describe the influence of varying views of the land in motivating the treaty relationship.**
 - Land Claims:
<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0004498>
 - Review the Métis land claim in north west Saskatchewan. Develop Inquiry around why the Supreme court ruled against it. Map available from board office
 - <http://www.ainc-inac.gc.ca/al/ldc/index-eng.asp>
- b. **Explore unfulfilled aspects of Treaty (e.g., education, health care) in Canada.**

- 'Residential Schools PowerPoint Please contact Larry McCallum for a copy at lmccallum@gscs.sk.ca
 - Inquiry: Indian Act - explore how it affected the 'treaty promises' made by Canada; erosion of treaty rights
 - <http://www.ainc-inac.gc.ca/al/ldc/index-eng.asp>
 - <http://www.turtleisland.org/discussion/viewtopic.php?t=3926>
 - http://www1.canadiana.org/citm/specifique/abagitation_e.html#broken
- c. **Explore the Treaty Land Entitlement process in Canada.**
- The First Five Treaties http://canadiana.org/citm/themes/aboriginals/aboriginals7_e.html
 - Maps of the Treaties with short explanations
<http://atlas.nrcan.gc.ca/site/english/maps/historical/indiantreaties/historicaltreaties?scale=42051275.911682&mapsize=525%20466&urlappend=>
 - Inquiry: Treaty Land Entitlement <http://www.ainc-inac.gc.ca/enr/lts/tle-eng.asp>
- d. **Relate land claims and fishing and hunting rights to treaty provisions.**
- Aboriginal Hunting Rights http://esask.uregina.ca/entry/aboriginal_hunting_rights.html
 - Aboriginal Fishing Rights http://esask.uregina.ca/entry/aboriginal_fishing_rights.html
 - Modern Day Treaties in pdf http://www.otc.ca/pdfs/modern_day_treaties.pdf
 - Aboriginal Rights and Treaties in pdf http://www.otc.ca/pdfs/aboriginal_rights.pdf
 - Fur Trade in Western Canada in pdf http://www.otc.ca/pdfs/fur_trade.pdf
 - Explore Métis harvesting rights at <http://www.mn-s.ca/>
- e. **Represent the benefits of the treaties for all Canadians.**
- Treaty Background Information:
 - http://www.otc.ca/siteimages/Treaty_Backgrounder.pdf
 - Benefits of Treaties for All People
 - http://canadiana.org/citm/specifique/numtreatymotive_e.html#federal
 - Map of Treaties http://canadiana.org/citm/imagepoppers/nt1-5_e.html
 - Inquiry: Exclusion of some Aboriginal groups like Métis, some Inuit, Non-status and First Nations without Treaty
 - OTC Teaching Treaties in the Classroom Treaty Kit: Grade 8 section

DR8.3 ASSESS HOW HISTORICAL EVENTS IN CANADA HAVE AFFECTED THE PRESENT CANADIAN IDENTITY.

- a. **Describe Canada's role in world conflicts since the beginning of the 20th century (e.g., World War I, World War II, the Korean War, the Suez Crisis, the Gulf War, the UN mission in Bosnia, the Afghanistan mission).**
- b. **Assess the impact of a variety of important historical events in shaping the Canadian identity (e.g., the effect of the Royal Proclamation 1763 on Francophone and Aboriginal peoples; the fur trade economy; Quebec Act 1774; the Acadian deportation; the Loyalist migration; the War of 1812; Canada's role in World War I; the creation of the health care system; peace-keeping activities; the role of the RCMP in the development of the Canadian West; Canadian Confederation 1867; the building of the national railroad; the Métis resistance 1870 and 1885; John A. Macdonald's National Policy 1879; October**

Crisis 1970; the development of the Canadian; the development of the music and film industry in French and in English in Canada).

- Royal Proclamation 1763 & Quebec Act of 1774
http://canadiana.org/citm/themes/aboriginals/aboriginals3_e.html
 - Red River Resistance brief overview
 - http://canadiana.org/citm/specifique/metis_e.html#red
 - Aboriginal Problems with Prairie Settlement:
 - http://canadiana.org/citm/specifique/abprobsprairie_e.html
 - Riel, Dumont, and the 1885 Rebellion <http://www.alittlehistory.com/Mtfullst.htm>
 - 1885 Resistance:
<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0005802>
 - Métis Dispersals
- c. **Examine the influence of American mass media and popular culture on the Canadian way of life.**
- d. **Analyse the similarities and differences in the values, beliefs, and ways of life of Canadians and Americans.**
- e. **Compare the perspectives taken in cases of injustice in Canadian history (e.g., the vote for women, vote for Aboriginal peoples, Chinese head tax, internment of Japanese and Ukrainian Canadians, restrictions on immigration of Jews during World War II).**
- Inquiry: Do research around cases like: the vote for First Nations; Dave Ahenakew comments vs. racist propaganda spread by politicians; Stonechild death and policing; etc.
 - <http://www.socialjustice.org/index.php?page=aboriginal-issues>

GRADE 8 POWER AND AUTHORITY

PA8.1 CONTEMPLATE THE IMPLICATIONS OF CANADIAN CITIZENSHIP ON THE LIFE OF CANADIANS.

- a. **Trace the changes in how citizenship has occurred for Canadians over time, including current categories of citizenship.**
 - Inquiry: Explore citizenship as set out by the Indian Act
 - Inquiry: Explore Métis citizenship as set by the Métis Nation, available at <http://www.mn-s.ca/>
 - Inquiry: FNMI peoples should be able to determine their citizenship.
 - Inquiry: The effects of Canadian Citizenship on Aboriginal peoples.
- b. **Analyze the contribution of two historical events in the evolution of Canadian citizenship to the nature of citizenship in Canada today (e.g., Elections Act, 1900; “blue bird” nurses in WWI obtain the vote in the 1917 federal election; Canadian women obtain the right to sit in the House of Commons, 1919; the contribution of the Famous Five; Federal Elections Act, 1920; Saskatchewan Bill of Rights, 1947; Canadian Bill of Rights, 1960; the Charter of Rights and Freedoms in Canada, 1982).**
- c. **Investigate the effects of the Canadian Charter of Rights and Freedoms on individuals and groups (e.g., language rights; right to reasonable access to justice in trials; same sex marriage; civil protections).**
- d. **Investigate the provisions of the Indian Act, and its affects on people of Aboriginal ancestry.**
 - Inquiry: Explore the colonizing effects of the Indian Act as it applies to: First Nations; Métis; Inuit; Non-status
- e. **Compare and evaluate the citizenship processes in place for a person born in Canada and a person entering the country (including the citizenship test and the oath of citizenship).**
- f. **Examine the personal implications of the rights and responsibilities of Canadian citizenship.**

PA8.2 EXAMINE THE ROLE OF POWER AND AUTHORITY IN THE APPLICATION OF DIVERSE DECISION-MAKING PROCESSES IN A VARIETY OF CONTEXTS.

- a. **Contribute to classroom decision making by using the majority-rule model and the consensus model.**
 - Traditional First Nations Governance power point available from office
 - Inquiry: The effectiveness of band governance. What are the issues and implications of this system?
- b. **Formulate contexts in which the majority-rule model and the consensus model would be effective.**

- c. **Investigate and describe the consensus decision-making model employed in traditional Aboriginal communities or jurisdictions.**
 - Contact Larry McCallum at lmccallum@gscs.sk.ca to request a copy of PowerPoint on Governance.
- d. **Describe traditional First Nations, Inuit, and Métis models of governance and selection of leaders.**
 - Contact Larry McCallum at lmccallum@gscs.sk.ca to request a copy of PowerPoint on Governance.
- e. **Compare the structure of leadership and decision-making process in an Aboriginal community to that of the parliamentary system in Canada.**
 - 'Governance PowerPoint' Contact Larry McCallum at lmccallum@gscs.sk.ca to request a copy a 'How Canada is Governed' PowerPoint - contact Shirley Krueckl skrueckl@gscs.sk.ca to request a copy.
 - Canada's Parliament and How it Works by Maureen Mc Teer.
 - Métis <http://www.mn-s.ca/>
 - Métis National <http://www.metisnation.ca/>
 - First Nations <http://www.fsin.com/>
 - First Nations National <http://www.afn.ca/>

PA8.3 PRESENT THE EVOLUTION OF A PIECE OF LEGISLATION, FROM ITS FIRST CONCEPTION TO ITS IMPLEMENTATION.

- a. **Report to the class on the evolution of a rule or a policy presently used in an area of the school (e.g., playground: a student riding his bicycle on the school grounds before parking it hits another student, which causes parent phone calls, staff meetings, school board concern, and a policy which prevents students from riding bicycles on the school ground).**
- b. **Formulate a plan for the recommendation of a new policy for the student body, including the issue requiring resolution, identification of the policy options providing resolution, explanation of how the proposed options might resolve the issue, and recording the process of the selection of the recommended option.**
- c. **Describe the catalyst for a law recently enacted, tracing the need and process for enacting the new law.**
- d. **Represent the roles and responsibilities of various players in executive government, including the Prime Minister, the House of Commons, the Senate, and the Governor-General.**
- e. **Outline the processes of a bill becoming law.**

PA8.4 ASSESS THE IMPACT OF CITIZENS' WILLINGNESS AND ABILITY TO ACTIVELY ENGAGE IN THE CANADIAN POLITICAL PROCESSES.

- a. **Present the reasons community members have chosen to run for office or to accept a leadership appointment (e.g., student representative council member; municipal or band council member; Member of the Legislative Assembly; school board member; health board member; community service organization leader).**
- b. **Describe examples of legislation or policy at a variety of governance levels (federal, provincial, First Nation, or Métis) which were initiated, modified, or rejected as a result of public pressure.**
 - Métis Hunting Rights were challenged by the Provincial courts and subsequently these rights were taken away from the Métis people. Newspaper Article on Hunting Rights: <http://www.gov.sk.ca/news?newsId=928bf4b7-41ee-42a8-9b5f-f96fbaf09c0f>
 - Newspaper Article on Métis Fishing Rights:
 - <http://www.cbc.ca/canada/saskatchewan/story/2007/10/18/metis-fishing.html#>
 - Research Topic Idea: Métis Land Claim in north west Saskatchewan. Refer to map in power point: Métis Historical Overview. Available from your FNMI Rep
- c. **Review the website of a provincial or federal political party, and propose and justify a redesign of the website in order to engage adolescents in political activity.**
- d. **Investigate the political involvement of community members, including why people choose to vote or not vote, and why people choose to join or not join a political party.**
- e. **Articulate the reasons a person would get involved in the Canadian political system and the possible actions which might be taken (e.g., lobby Members of Parliament, hold elected members accountable, work for a political party, be informed).**
- f. **Analyse the obstacles to political involvement (e.g., language, culture, disability, socio-economic status, gender, time constraints, apathy).**
- g. **Propose avenues for people to individually and collectively influence the Canadian political system (e.g., voting, civil disobedience, participation in political parties, labour organizations, non-governmental organizations).**
- h. **Speculate about the characteristics of the school or community environment without the involvement of people in its leadership and decision-making processes (e.g., What if no one runs for student council office; no one participates in SRC planned events; no one runs for local government office; no one belongs to community organizations).**
- i. **Research and report on the consequences of the non-engagement in the electoral process (e.g., 1932 German election).**
- j. **Construct an action plan for his or her personal involvement in the Canadian political system.**

GRADE 8 RESOURCES AND WEALTH

RW8.1 ANALYZE THE SOCIAL AND ENVIRONMENTAL CONSEQUENCES OF LIVING IN THE CANADIAN MIXED MARKET ECONOMY BASED ON CONSUMERISM.

- a. **Investigate the goods and services produced in the local economy and the consumers of those goods and services (e.g., hospital, hairdressers, manufacturers, farmers, exporters).**
- b. **Categorize the producers of goods and services in the local economy as belonging to the public or private sector, and define the differences of the two groupings.**
- c. **Identify the purpose and characteristics of:**
 - public enterprise
 - private enterprise.
- d. **Represent the characteristics of a mixed market economy including the roles of the producer, consumer, and government.**
- e. **Illustrate the elements of a mixed market economy present in the lives of students.**
- f. **Appraise the role of advertising in the mixed market economy.**
- g. **Determine the positive and negative social and environmental consequences for family, school, and community in the Canadian mixed market economy.**
- h. **Recognize the impact of living in situations in which assets are collectively or communally owned (e.g., First Nations, Hutterian communities).**
 - Inquiry ~ Research on: Do First Nations people own the land that the reserve is on? Do First Nations people live the traditional lifestyle of sharing? How are First Nations impacted by consumerism off the reserve? Do you find any big businesses on Reserves?

RW8.2 ASSESS THE IMPLICATIONS OF PERSONAL CONSUMER CHOICES.

- a. **Determine the effects on the local community of the purchasing patterns of its members (e.g., the origins of products used in daily life).**
- b. **Create a catalogue of locally-produced products and of fair-trade products available in local businesses.**
- c. **Assess the advantages and disadvantages of buying locally, buying fair-trade products, and buying mass-produced products.**
- d. **Illustrate the effects of excessive consumption in personal, community, and national contexts.**

- e. **Propose a definition of responsible consumerism, and publish a list of strategic actions leading to responsible consumerism.**
- f. **Represent a personal change related to responsible consumption integrated into personal life.**

RW8.3 CRITIQUE THE APPROACHES OF CANADA AND CANADIANS TO ENVIRONMENTAL STEWARDSHIP AND SUSTAINABILITY.

- a. **Represent on a timeline the evolution of Canadian policy on global environmental issues, including historical First Nations approaches to environmental stewardship.**
 - First Nations use of land vs. White Man's use of land. Refer to slide # 14 in 'First Nations Traditional Spirituality PowerPoint'. Please contact Larry McCallum to obtain PowerPoint: lmccallum@gscs.sk.ca (First Nations perspective is given.)
- b. **Outline the issues involved in finding solutions to an environmental challenge (e.g., sharing water resources with the US, logging in Canadian forests, expansion of nuclear energy, development of tar sands).**
 - Video 6/3 "Blockade: Who Owns the Land?" from the series First Nations: The Circle Unbroken
 - Video 6/2 "Laxwesa Wa, Strength of the River: Fishing on the Coast" from the series First Nations: The Circle Unbroken
- c. **Tell the story of changes made in his or her behaviour to protect the environment (e.g., walking, purchasing locally-produced or seasonal products, recycling; composting; disposing responsibly of garbage; using less paper; using less plastic; factoring packaging into purchases).**

GRADE 9 INTERDEPENDENCE

IN9.1 EXPLAIN WHAT CONSTITUTES A SOCIETY.

- a. **Relate the functions and services of institutions in the community (e.g., schools, churches, local governments, parents, Elders, traditional knowledge keepers) to the needs of the people in that community.**
 - Inquiry: Functions and services of institutions on a reserve community. (ex. band office, school, arena, nursing station, etc.)
 - Invite a guest speaker: Contact FNMIE at board office
- b. **Investigate the roles of individuals in the institutions of the local community, including the expectations attached to those roles (e.g., school: student, principal, teacher, caretaker, secretary; hospital: doctor, nurse, traditional healer, receptionist, paramedic, medical technician, patient).**
- c. **Research a list of characteristics and attributes that formulate a definition of a society.**
 - Use a Placemat activity (see Stepping Out program for instructions) to discuss with the class the following questions: What is a society?
 - What are the characteristics of a society?
 - To complete the discussion, use the criteria for culture and civilization found on page 22 of Roots of Society.
 - Next, discuss with students the following question: Would Aboriginal groupings of the plains and woodlands in North America meet the criteria?
 - Compare and contrast the roles of women in First Nations culture vs. any other culture - could be Greek, Roman, Middle Ages in Europe. Could refer to the Teacher Resources DVD from "Allen Sapp's Art: Through the Eyes of the Cree and Beyond" - page 62-66 - the role of First Nations Women.
- d. **Compare two different societies studied including the d. attributes of leaders, the roles of various individuals, cultural traditions and ceremonies, and means of sustenance.**
 - Inquiry: Traditional Leadership roles in traditional First Nations. How were leaders chosen? Why? Would this system work today?
 - Power point available from FNMI Rep titled: "Governance"
 - Roots of Society: Chapter 15
- e. **Apply the definition of society to one of the civilizations studied, and detail ways in which the civilization meets the criteria to be considered a society (e.g., How can Mesopotamia be called a society according to the formulated definition? Would Aboriginal groupings of the plains and woodlands in North America meet the criteria?).**

Choices:

 - Plains Nations: Cree, Sioux
 - Subarctic: Cree, Dene, Innu, Beothuk
 - Eastern Woodland: Micmac, Haudenosaunee
 - West Coast: Haida, Nisga'a, Nuxalk
 - Arctic: Inuvialuit, Inuit
 - Western Plateau: Coast Salish, Okanagan

- These choices represents a small number of the traditional First Nations so you could pick according to your own interests.
- f. **Investigate diverse historical views regarding the terms ‘primitive’ and ‘civilized’, and analyze the effect of the perceptions of the concepts on ethnocentrism in colonizers.**
- g. **Analyse the effects of ethnocentrism on indigenous peoples.**
- A strong historical example of ethnocentrism appears in Roots of Society, p. 230 - an account of an English Settler in North America, written in 1636.
 - The First Few Days: The Journal of Christopher Columbus. This is in the resource: Rethinking Columbus: The Next 500 Years ISBN-13:978-0-942961-20-1 – This is an excellent resource!

IN9.2 COMPARE THE FACTORS THAT SHAPE WORLDVIEWS IN A SOCIETY, INCLUDING TIME AND PLACE, CULTURE, LANGUAGE, RELIGION, GENDER IDENTITY, SOCIO-ECONOMIC SITUATION, AND EDUCATION.

- a. **Explore personal student beliefs about some contemporary issues or problems (e.g., making friends; the role of technology in daily life; affordable housing; intergenerational families; global warming; post-secondary education; participating in religious or cultural ceremonies; designer clothing; healthy food choices; drinking and driving; violence).**
- b. **Define the concept of worldview.**
- c. **Hypothesize about the reasons underlying the similarities and differences between the worldview of one individual and that of another person.**
- d. **Construct a comparison of the worldviews of the societies studied.**
- Begin by defining World View. First, use a Placemat Activity (see "Stepping Out" for instructions) to see what the students know, then add information as necessary.
 - As an example of two world views, use information from Larry McCallum's power point: Traditional First Nations spirituality. Ask for a presenter or a kehtaya to do a presentation in your class.
 - Use the DVD "Allen Sapp's Art: Through the Eyes of the Cree and Beyond" copy write 2005 Office of the Treaty Commissioner - a 19 minute video to show how Sapp's art reflects the worldview of his Cree community.
 - There is also a teacher resource DVD - very helpful exercises about studying Sapp's art - asking students to identify elements of Cree culture in his paintings.
 - Use the Teacher Resource DVD which comes with "Allen Sapp's Art: Through The Eyes of the Cree and Beyond". Several sections of this are very helpful, including the sections on Tipi Teachings (p. 37), The Treaty Medal (p. 39) and Treaty Facts and Misconceptions (p.52).
 - Could also use the book "First Contact" (from Canada: A People's History, Nelson, 2006 ISBN 0-17-633659-1) pages 46 and 47.
- e. **Determine reasons for the similarities and differences between the worldviews of two societies studied.**

- f. **Illustrate the similarities and differences between a personal modern worldview and that of a society studied, and speculate why these similarities and differences occur.**

IN9.3 ANALYZE THE WAYS A WORLDVIEW IS EXPRESSED IN THE DAILY LIFE OF A SOCIETY.

- a. **Distinguish the worldviews represented in the literature of a society studied.**
- This indicator is covered in the ELA 90 unit "First Nations and Norse Narratives" - we spend a unit discussing Oral Tradition, and how the world views of each can be viewed through their Traditional stories.
 - Use Allen Sapp's DVD "Allen Sapp's Art: Through the Eyes of the Cree and Beyond", published by the Office of the Treaty Commissioner, 2005, to discuss art by a First Nation's artist.
 - Also, refer to the ELA A90 curriculum for the unit on First Nations and Norse narratives.
- b. **Identify the architectural features which communicate the worldview of a society studied.**
- c. **Analyze how works of art of a society studied reveal elements of that society's worldview.**
- Study the works of Aboriginal artists. Look for the worldview/spirituality imbedded in the art.
 - Native art in Canada <http://www.native-art-in-canada.com/indiangroupofseven.html>
 - First Nations Art in Canada http://www.kstrom.net/isk/art/art_can.html
 - West Coast Art <http://www.canadawholesale.com/nativeart.html?gclid=CM0huub-sp4CFUlo5QodWw1lmw>
- d. **Examine the role of education in perpetuating the worldview of a society studied.**
- Inquiry: Traditional education. How did it work? Who were the teachers? What was the classroom? When did the education process end? What was learned by: boys, girls, teenagers? etc.
- e. **Investigate the worldview of the local community as represented through features including literature, the arts, cultural celebrations and traditions, education (including Elders' teachings of indigenous peoples), sports and recreation, and architecture.**

IN9.4 DETERMINE THE INFLUENCE OF WORLDVIEW ON THE CHOICES, DECISIONS, AND INTERACTIONS IN A SOCIETY.

- a. **Explain the influence of worldview on personal choices, decisions, and interactions (e.g., choice of friends, choice of fashion, the significance of education, participation or non-participation in events, choice of pastimes and recreational activities, approaches to nature and ecology, approaches to consumerism.**
- Power point available from FNMI Reps: "The Medicine Wheel"
 - These teachings include the gifts from the four directions, the importance of balance, the role of 'free will', and your duty to yourself.
 - Inquiry: The "Virtues" as a traditional way of life.

- b. **Territorial expansion, colonization, or empire-building in the societies studied, and assess the impact of such activities on the indigenous cultures and peoples.**
- c. **Explain how the worldview of Canadian First Nations, including the value placed on harmony and trust, led to the signing of Treaties.**
 - Use the “Order of Creation” in the power point on Spirituality. Provide information on how: “Humanity is the most dependent life form” and the resulting beliefs – e.g. Sharing; gifts; no ownership; spirit world; etc.
- d. **Judge the influence and impact of worldview on the progress or decline of the societies studied.**

GRADE 9 DYNAMIC RELATIONSHIPS

DR9.1 EXAMINE THE CHALLENGES INVOLVED IN OBTAINING INFORMATION ABOUT SOCIETIES OF THE PAST.

- a. **Analyze the advantages and disadvantages of oral accounts as sources of information about historical events.**
 - Power point available from FNMI Reps: “The Oral Tradition”
 - Do an inquiry on the topic.
- b. **Describe the role of archaeology in obtaining information about societies of the past.**
- c. **Explain various technologies used in archaeology (e.g., c. shovels, brushes, carbon dating, GPS cartography, satellite imagery).**
- d. **Present results obtained and techniques used in ongoing archaeological digs (e.g., Wanuskewin, Eagle Creek; Point-à Callières, Montréal; Pompéi, Italy; Dufferine Terrace, Québec City; Fort Temiscaming, Québec; Ahu o rongu, Easter Island).**
 - As an introduction, use the video "Toronto's Ancient Sites" by Canadian Geographic Kids VI (24 minutes long). This can be accessed through R.O.V.E.R. - streaming video. Here is a synopsis:
 - ANCIENT SITES (Series: Canadian Geographic Kids VI) Palmer sets the record straight with Cat and Sid about what lies beneath Canada's largest city. To learn the history of the hub of First Nations activity that dates back 11,000 years, Sid and Cat take a tour of Toronto's ancient sites. They are shown that the city sits on an important highway of rivers that First Nations used to transport their goods. Next, they learn to look past modern subdivisions to see ancient Iroquois settlements and check out some ancient artifacts.
 - Duration: 24 Minutes
 - Expiry Date on ROVER: January 31, 2013
 - This introduces some archaeological techniques and involves a tour of a reconstructed Iroquois village.
- e. **Investigate the role of literature, visual arts, music, newspapers, photographs, and other artifacts in obtaining information about past societies.**
- f. **Recognize the dynamic nature of historical knowledge by identifying examples of changes occurring in the interpretation of history as a result of new information uncovered or acknowledged.**

DR9.2 SYNTHESIZE THE SIGNIFICANCE OF KEY HISTORICAL EVENTS IN SOCIETIES STUDIED.

- a. **Represent in a timeline the key historical events in the societies studied.**
- b. **Relate the origins and the repercussions of an event in the history of the societies studied.**

- c. **Judge the importance of an event in the history of the societies studied to the people in the society, in historical context as well as to the current era.**
- Inquiry: Christopher Columbus – Discovery? A cause for celebration by Aboriginal people? Have your library order the book: Rethinking Columbus, The Next 500 Years ISBN-13: 978-0-942961-20-1 (This is a tremendous resource).
 - Power point available from FNMI Reps: “Residential Schools”.
 - This would be a good opportunity to discuss Residential Schools - could use DVD "Where are the Children? Healing the Legacy of the Residential Schools". More information about the video:
 - D349 Where Are the Children? Healing the Legacy of the Residential Schools (DVD, 27 minutes) Describes, through interviews with former boarders, the conditions and state of the residential aboriginal schools from the late nineteenth century to the 1990s. The conditions were harsh and children were forced to forget their aboriginal heritage. (Legacy of Hope Foundation) (E 96.5 W443 2003). There is an online interactive site with clips from this DVD at <http://www.wherearethechildren.ca/en/htmltour.html> or you can use VHS "Assimilation 101" from Lease to Own Library "Aboriginal Voices Series" #137-31-135(30 minutes).

DR9.3 ASSESS THE RELATIONSHIP OF THE NATURAL ENVIRONMENT IN THE DEVELOPMENT OF A SOCIETY.

- a. **Explain the influence of the major water systems, the topography, and the climate on the ways of life and worldviews in the societies studied.**
- Roots of Society: pp. 258-273
- b. **Connect the characteristics of the natural environment with the settlement and movement of people in the societies studied.**
- c. **Give examples of ways in which the natural environment influenced technological development in the societies studied.**
- Roots of Society: pp. 269-273
- d. **Give examples of ways in which the development of societies studied impacted the natural environment.**
- e. **Explain the effect of the natural environment in the progress or decline of the societies studied.**
- f. **Analyze the influence of the natural environment on the territorial expansion, colonization, or empire-building in the societies studied.**
- g. **Analyze the effects of colonization, territorial expansion, and empire-building on the natural environment.**

DR9.4 DETERMINE THE INFLUENCE OF SOCIETIES OF THE PAST ON CONTEMPORARY LIFE IN CANADA.

- a. **Identify ideas, images, and symbols in contemporary life that have their roots in societies of the past (e.g., political, artistic, recreational, technological, mathematical, and scientific).**
- b. **Analyze the impact of knowledge acquired from historical events on the future of contemporary societies (e.g., the decline of the Roman Empire; the attempted annihilation of indigenous cultures and languages, the power of the church; ethnocentrism; the concentration of power in the organization of large corporations; the contribution of indigenous peoples to the survival of newcomers at the time of contact, and the willingness to share the bounty and abundance of the land, sometimes through sophisticated arrangements known as Treaties).**
- When discussing the attempted annihilation of indigenous cultures and languages, the obvious topic is Residential Schools. One source of this is the CBC archives - a section entitled "A Lost Heritage: Canada's Residential Schools". This includes video clips, a section for educators and a series of other links. URL:
<http://archives.cbc.ca/society/education/topics/692/>
 - The Treaty Kit Grade 7-12 Each school has one.
 - Power point available from FNMI Reps: "The Treaties"
- c. **Construct an inventory of references to traditional oral narratives found in current popular media, and determine the relevance of traditional narratives to contemporary society.**
- www.indianclaims.ca/pdf/facts_oralhistory_2005.pdf - site is located on "what Oral History is".
 - Oral History www.ainc-inac.gc.ca/ks/pdf/story.pdf
 - Ojibway/Anishinabe The Creation Story – Turtle Island www.gct3.net/wp-content/uploads/2008/01/creation_story.pdf
 - Iroquoian Story of Creation www.tyendinaga.net/stories/creation.html
 - What is Oral History and its use with land claims
www.indianclaims.org/pdf/facts_oralhistory_2005.pdf
 - The beginning of the Cree world
www.sicc.sk.ca/heritage/ethnography/cree/origin/oral.html

GRADE 9 POWER AND AUTHORITY

PA9.1 EXAMINE CONCEPTS OF POWER AND AUTHORITY IN THE GOVERNANCE OF THE SOCIETIES STUDIED.

- a. **Differentiate the essential characteristics of various systems of government, including democracy, consensus, monarchy, autocracy, and military regime.**
 - Power point available from FNMI Education Rep: "Governance Structures of the First Nations and Métis Peoples"
- b. **Investigate and classify the systems of government in place at different periods in the history of the societies studied (e.g., democracy, consensus, monarchy, autocracy, military regime).**
- c. **Interpret the effect of the system of government on the worldview of the societies studied, in terms of who had power, and how government leaders obtained power (e.g., Iroquois chiefs chosen by clan mothers, European leaders selected by elite males) and how power was exercised.**
 - This website explains the history of the government of the Six Nation Iroquois Confederacy - the oldest living participatory democracy on earth URL: <http://www.kahnawakelonghouse.com/>
 - On this website in the supplemental information you can find a PDF file called "The Role of a Haudensaunee Clanmother"
 - by Katsitsionni Fox (Mohawk) URL: <http://www.cradleboard.org/curriculum/index3.html>
- d. **Explain the reasons underlying the existence of a particular system of government at a specific moment in the history of the societies studied.**
- e. **Define the concept of the rule of law and trace its origins in the societies studied.**
 - Inquiry: The "Natural Laws" given by the Creator are imbedded in the "Great Law of Circular Interaction"
 - Law of Control – you have a free will; use it wisely
 - Law of Order – it's the way the creator designed it
 - Law of Balance – Creation has a built in balance; it will balance itself
 - Law of Harmony – everything exists in harmony; all creation is interrelated
 - Power point available from FNMI Education Reps: "Traditional First Nations Spirituality"
 - Refer also to: The Seven teachings of: humility; respect; honesty; truth; wisdom; bravery; love
- f. **Draw conclusions about the effect of the rule of law on the worldview of the societies studied.**
- g. **Compare the distribution of power and the application of authority of a society studied to contemporary Canadian society.**

PA9.2 ANALYZE THE IMPACT OF EMPIRE-BUILDING AND TERRITORIAL EXPANSION ON INDIGENOUS POPULATIONS AND OTHER GROUPS IN THE SOCIETIES STUDIED.

- a. **Research the imperial activities of a society studied, and critique the reasons for imperialism in the context of the time period (e.g., Macedonia, Rome, England, Spain, France, Mongolia).**
 - Series: 500 Nations
 - Episode 1; the Ancestors, Early Cultures of North America
 - Episode 5: Cauldron of War, Iroquois Democracy and the American Revolution

- b. **Assess the treatment of indigenous populations by the imperialists in the societies studied.**
 - Series: 500 Nations
 - Episode 2: The Rise and Fall of the Aztecs
 - Episode 6: Removal, War and Exile in the East
 - Series: The West
 - Episode 4: Death Runs Riot
 - The National Film Board film "Chiefs - The Trial of Poundmaker" - "For two days in August of 1885, Plains Cree leader Poundmaker sat shackled in a Regina, Saskatchewan, courtroom. He was accused of participating in a rebellion against the Queen's Canadian government. Administrators in the Indian Department, including Sir John A. Macdonald (Canada's first prime minister), saw the Cree leader as an agitator and assumed that the Cree were in complete collusion with the Louis Riel rebellion." This movie is about 45 minutes long.
 - Were the American Indians Victims of Genocide? <http://hnn.us/articles/7302.html>
 - Past Genocides committed against Native Americans <http://www.religioustolerance.org/genocide5.htm>

- c. **Conduct an inquiry regarding the initial interaction of North American Aboriginal peoples with Europeans, comparing the worldviews of the two.**
 - Series: 500 Nations
 - Episode 3: Clash of Cultures, The People Who Met Columbus
 - Series: The West
 - Episode 1: The People

- d. **Evaluate the authenticity and validity of information sources used in the inquiry process.**

PA9.3 INVESTIGATE THE ROLES AND RESPONSIBILITIES OF MEMBERS OF THE SOCIETIES STUDIED AND THOSE OF CITIZENS IN CONTEMPORARY CANADA.

- a. **Differentiate the criteria for citizenship in the societies studied with that in contemporary Canadian society.**
 - Investigate the criteria required to be an "Indian" under the Indian Act
 - Investigate the criteria to be a "Métis". Information is located at:
 - <http://www.mn-s.ca/index.php?id=registry>

- b. **Investigate examples of the oppression of rights of particular groups or individuals in societies studied including examples in Canada (e.g., slavery, limited franchise, restrictions on property ownership).**
 - "500 Nations" - an eight part documentary (DVD) on the First Nations of the United States has many different sections dealing with the arrival of the Europeans in the U.S. and the

resulting impact on the First Nations people. For example, Episode 5 "the Cauldron of War" includes a section called "Slavery" - which would be useful here.

- This website includes some pdf files for booklets on various Métis experiences, such as the Red River Insurgence and the North West Resistance - both of which military actions happened as a reaction to oppression by European Canadians.
- c. **Examine the rights and responsibilities of people as they existed within the societies studied, and compare findings to contemporary Canadian society.**
 - d. **Explain the means to achieving rights in the societies studied, and compare this to contemporary Canadian society.**
 - e. **Compile an inventory of the diverse roles and responsibilities of people within the societies studied, according to various classifications (e.g., gender, age, vocation, social class).**
 - f. **Compare roles within societies studied to those in contemporary Canadian society.**

GRADE 9 RESOURCES AND WEALTH

RW9.1 COMPARE DIFFERING PERSPECTIVES REGARDING THE ACQUISITION AND DISTRIBUTION OF RESOURCES AND WEALTH IN THE SOCIETIES STUDIED.

- a. **Investigate the strategies used to acquire and distribute resources in the societies studied.**
- b. **Compare the perspectives regarding the distribution of resources in the societies studied, and assess the results in terms of consequences for the populations of the societies.**
- c. **Research the processes for decision making regarding production and distribution of wealth and resources in the societies studied.**
- d. **Infer the values of the societies studied according to categories of acquisition and distribution of resources and wealth.**
 - Series: First Nations The Circle Unbroken Video 3/1 Potlatch
 - Invite a speaker: “The Give Away” Contact FNMIE at board office

RW9.2 APPRAISE THE SIGNIFICANCE OF TRADE AND TRANSPORTATION IN THE DEVELOPMENT OF THE SOCIETIES STUDIED.

- a. **Analyse the impact of physical geography on modes of transportation in the societies studied.**
- b. **Investigate motives for trade, approaches to trade, and trading patterns of societies studied, to assess the effects on the economy and prosperity of that society.**
- c. **Compare the prosperity of societies studied, and infer reasons for similarities and differences.**
- d. **Assess the importance of trade relations and transportation systems for prosperity in the societies studied, and make generalizations with reference to contemporary Canada.**

RW9.3 DETERMINE THE INFLUENCE OF TECHNOLOGIES OF PAST SOCIETIES STUDIED ON CONTEMPORARY SOCIETY.

- a. **Illustrate on a timeline the significant scientific, mathematical, technological, artistic, and cultural achievements of past societies.**
- b. **Explain the impact of tools and other technologies developed in past societies on the economies and lifestyles of those societies.**
- c. **Discern the influence of the tools and other technologies of one society studied upon another society studied.**

- d. **Represent achievements and technologies of the contemporary world that have their origins in the achievements and technologies of societies studied (e.g., weapons, dyes, medications, tools, transportation methods, navigation instruments, architecture, printing, mathematics).**