Contemporary First Nations, Métis, and Inuit Issues and Perspectives
Grade 11
University/College Preparation NDA3M

This course explores existing and emerging issues of local, regional, and national importance to First Nations, Métis, and Inuit peoples in Canada. Students will analyse diverse perspectives on issues and events related to land, community, governance, identity, culture, and global trends. Using the concepts of political thinking and the tools of political inquiry, students will explore their own and others’ ideas and investigate issues to determine what needs to change and why. Students are also given the opportunity to develop their own problem-solving strategies to address an issue of their choice.

Prerequisite: Grade 10 First Nations, Métis, and Inuit Peoples in Canada, Open, or Grade 10 Canadian History since World War I, Academic or Applied.
A. POLITICAL INQUIRY AND SKILLS DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of importance to First Nations, Métis, and Inuit peoples in Canada;

A2. Developing Transferable Skills: apply, in a variety of contexts, skills developed through investigations related to current Aboriginal issues in Canada, and identify some careers in which the knowledge and skills acquired in this course would be essential.

SPECIFIC EXPECTATIONS

A1. Political Inquiry

Throughout this course, students will:

A1.1 formulate different types of questions to guide investigations into issues, events, and developments of importance to First Nations, Métis, and Inuit peoples in Canada (e.g., factual questions: What forms of government do Métis and First Nations communities in Ontario have? What are the rights and responsibilities of a citizen living in a First Nation community?; comparative questions: What are the differences and similarities in the positions taken by all levels of government with respect to the Ring of Fire mining development in northern Ontario?; causal questions: If a First Nation government were to develop a First Nation education plan, what impact might it have on the treaty rights of that nation? How will the implementation of the Ingirasiliqta: Nunavut Transportation Strategy benefit the people of Nunavut and of Canada in general?)

A1.2 select and organize relevant evidence, data, and information on issues, events, and developments of importance to First Nations, Métis, and Inuit peoples in Canada from a variety of primary and secondary sources (e.g., primary sources: documentaries and other films, interviews, treaties, photographs, speeches, census data, surveys; secondary sources: investigative news stories, textbooks, most websites), ensuring that their sources reflect multiple perspectives

A1.3 assess the credibility of sources relevant to their investigations (e.g., the reliability of the evidence presented; the purpose, perspective, intended audience, and context of a source; the bias, values, and expertise of a speaker or author)
**Sample questions:** “Does this author back up his or her position with specific evidence or data, or are the claims unsupported?” “What ideas are presented in this interview? Do your other sources of information about this issue support these ideas? What criteria might you use to determine which source is the most credible?” “How do public opinion polls adhere to commonly accepted research standards? Do you think it is important for the reporting of public opinion to be subject to a code of conduct? Why or why not?”

**A1.4** interpret and analyse evidence, data, and information relevant to their investigations using various tools, strategies, and approaches appropriate for political inquiry (e.g., use a five Ws chart to help them begin to analyse the information they have gathered; analyse their evidence to identify gaps in the data and determine whether all points of view are represented; assess the validity and rank the importance of the points made in their sources; collaborate with their peers to discuss, clarify, and compare positions on an issue)

**Sample questions:** “What type of tool could help you interpret the different positions on an issue?” “If you were talking to people who were extremely passionate about an issue, what questions might you ask to get them to clarify and build on their ideas?” “In the course of your investigation, what approaches would help you take into account the ideas of people whose voices are not always heard? How might you incorporate stories and storywork from the oral teachings of First Nations, Métis, and Inuit Elders?”

**A1.5** use the concepts of political thinking (i.e., political significance, objectives and results, stability and change, political perspective) when analysing and evaluating evidence, data, and information and formulating conclusions or judgements about issues, events, and developments of importance to First Nations, Métis, and Inuit people in Canada (e.g., use the concept of political significance when analysing the impact of Elijah Harper’s decision not to support the Meech Lake Accord; use the concept of objectives and results when assessing the intended and unintended impact of a community-planning decision; use the concept of stability and change when analysing the election of the national chief of the Assembly of First Nations; use the concept of political perspective when evaluating the position of Métis leaders on the inclusion of Métis people in section 35 of the Constitution Act, 1982)

**Sample question:** “Do you think that the type of information Aboriginal activists share on social media is likely to be consistent with information provided in mainstream media? Do you think the media have a right of access to such discussions?”

**A1.6** evaluate and synthesize their findings to formulate conclusions and make informed judgements or predictions about the issues, events, and developments they are investigating

**Sample question:** “What have you learned from your investigation of this event? Has your view changed over the course of your investigation? If so, why?”
A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a poster that highlights the civic responsibilities of citizens living in a First Nation community; a presentation on Aboriginal cultural celebrations within the local community; a protest song to commemorate or raise awareness about a violation of Aboriginal rights in Canada; a petition calling for clean, potable water on reserves; a debate about the issues to be addressed in a land claim settlement; a work of art expressing the role of women in First Nations, Métis, or Inuit communities)

A1.8 use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, bibliographies, reference lists) to acknowledge all sources of information (e.g., articles, blogs, books, films or videos, oral evidence, websites)

A1.9 use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their topics; terms related to the concepts of political thinking; terms associated with the history of First Nations, Métis, and Inuit peoples)

A2. Developing Transferable Skills

Throughout this course, students will:

A2.1 describe some ways in which political inquiry can help them develop skills that can be transferred to the world of work and to everyday life, including the essential skills in the Ontario Skills Passport (e.g., skills related to reading text, writing, document use, computer use, oral communication, and numeracy; thinking skills related to decision making, problem solving, and finding information) and those related to the citizenship education framework*

Sample questions: “Can you give an example of how you might use political inquiry as you investigate issues of importance to First Nations, Métis, and Inuit peoples in Canada? How is it useful?” “What are some ways you can apply problem-solving skills to deepen your understanding of issues that affect First Nations, Métis, and Inuit peoples in Canada?” “How does the citizenship education framework evoke a medicine wheel?”

A2.2 demonstrate in everyday contexts the skills and work habits developed in First Nations, Métis, and Inuit studies (e.g., respond appropriately to practices that are culturally significant to First Nations, Métis, and Inuit partners, such as opening and closing protocols in discussions; listen respectfully to the positions of others during conversations; differentiate between informed and popular opinion when engaging in discussions; accommodate and adapt to flexible timetables; offer semaa (tobacco) when seeking deeper knowledge from an individual; accept semaa (tobacco) to acknowledge a commitment to fulfil a knowledge request)

* The citizenship education framework appears on page XX.
Sample question: “How might you acknowledge and demonstrate respect for your own and others’ rights as you analyse issues and events of importance to First Nations, Métis, and Inuit peoples in Canada? Why is it important to do so?”

A2.3 apply the concepts of political thinking when analysing current events relating to First Nations, Métis, and Inuit peoples in Canada and indigenous peoples globally (e.g., to analyse the motives and objectives of a group proposing a course of action in response to a current social or political event; to predict the effects of a newly introduced piece of legislation; to understand the perspectives of people engaged in a protest currently in the news)

Sample questions: “How might it be useful to apply the concept of stability and change when considering the potential impact on Canadian Aboriginal policies of a report by a UN special rapporteur on the rights of indigenous peoples?” “How might you usefully apply the concept of political perspective when analysing calls for a national public inquiry on murdered and missing Aboriginal women?”

A2.4 identify various careers in the Canadian private and public sectors in which knowledge of issues of importance to First Nations, Métis, and Inuit peoples would be essential (e.g., with reference to agriculture, energy, marketing, business outsourcing, tourism, retail/commercial sales, public administration), and explain why.

Sample question: “Why is it increasingly important for public- and private-sector workers and elected officials to be knowledgeable about issues of importance to First Nations, Métis, and Inuit peoples across Canada?”
B. CULTURAL IDENTITY

OVERALL EXPECTATIONS

By the end of this course, students will:

B1. Colonial Naming: demonstrate an understanding of the connections between colonial naming and cultural identity in relation to First Nations, Métis, and Inuit peoples in Canada (FOCUS ON: Political Significance; Stability and Change)

B2. Cultural Imposition: describe how key political, economic, social, and technological changes imposed on First Nations, Métis, and Inuit peoples in Canada have affected the assertion of cultural identity by individuals and communities (FOCUS ON: Political Significance; Objectives and Results; Stability and Change)

B3. Cultural Understanding and Cultural Leadership: explain how First Nations, Métis, and Inuit peoples in Canada self-identify and are identified and/or perceived culturally, analysing the influences of racism, stereotyping, contemporary culture, and cultural leaders on cultural understanding (FOCUS ON: Political Significance; Political Perspective)

SPECIFIC EXPECTATIONS

B1. Colonial Naming
FOCUS ON: Political Significance; Stability and Change

By the end of this course, students will:

B1.1 identify the cultural and linguistic classifications used in anthropology to group First Nations, Métis, and Inuit peoples in Canada (e.g., cultural: Arctic, Northwest Coast, Plains, Plateau, Subarctic, Eastern Woodlands; linguistic: Algonquian, Inuktitut, Athapaskan, Iroquoian), and explain some effects of this approach to cultural identity

Sample questions: “In what ways has a Western anthropological view affected the lives of First Nations, Métis, and Inuit peoples in Canada? How does it continue to do so?” “How have Western anthropological interpretations of indigenous groupings changed over time? What are some political consequences?”

B1.2 explain how colonial naming (e.g., place names, family names in historical documentation) has affected the cultural identities of First Nations, Métis, and Inuit peoples in Canada (e.g., the historical assignment of colonial names to identify Aboriginal peoples severed the connection between cultural identity and cultural naming practices; colonial names fail to acknowledge diversity within regions; First Nations, Métis, and Inuit cultural connections between place and oral history have been erased in favour of names reflecting French and English geography and
Sample questions: “How are family lineages preserved over time? How might colonial naming practices cause knowledge of the lineages of First Nations, Métis and Inuit families to develop gaps or disappear?” “How did the kinship systems of First Nations, Métis, and Inuit peoples help preserve cultural identity for each group? What effect has colonial naming had on kinship systems?” “Why might you have to use the search term ‘First Nation’ when looking for information about the Haudenosaunee people? How might this lead to inaccuracies in your understanding of Haudenosaunee culture?” “What is the function of place names in the Anishnawbe oral tradition?”

B1.3 explain how legally defined terms for and classifications of Aboriginal peoples in federal legislation and administrative records (e.g., the Gradual Civilization Act, 1857; the Constitution Act, 1982; the Indian Act, 1985; Bill C-31, an Act to Amend the Indian Act; the Indian Register; Aboriginal population reports in 1801 and 2012 census data; Project Surname and the disc number system for Inuit people) have affected the cultural identities of First Nations, Métis, and Inuit individuals and communities in Canada (e.g., with reference to spiritual persecution resulting from lack of recognition for Aboriginal rights, assimilation policies, the power imbalance created through “status” and “non-status” designations, denial of self-governance based on traditional knowledge practices, legislated rules for band membership)

Sample questions: “What impact has Bill C-31 had on the cultural identity of First Nations women? How significant is the bill for the grandchildren of affected women?” “How has the Daniels v. Canada, 2002 case changed the meaning of the term ‘Indian’ for Métis people with respect to cultural identity?” “What inferences can you make about the beliefs and values represented in Project Surname and the disc number system? What are the implications for the cultural identity of Inuit individuals?” “Compare and contrast legislated identification policies with family tradition and community practice in relation to membership codes in First Nations, Métis, and Inuit communities. What are some consequences of having two different and simultaneous approaches to identity?”

B1.4 describe what some First Nations, Métis, and Inuit individuals and communities are doing to reaffirm and strengthen cultural identities in response to colonial naming, and explain some effects of their actions (e.g., restoring original family names through legal name changes to re-establish family identities, conducting research on family clans to rediscover traditional kinship ties, abolishing colonial names for traditional territory to reinforce cultural identity)

Sample questions: “The Aamjiwnaang First Nation community used to be known as the Sarnia 45 Indian Reserve. What has the name change abolished? What has it restored?” “What role can language revitalization have in undoing the effects of colonial naming in text sources?”
B2. Cultural Imposition
FOCUS ON: Political Significance; Objectives and Results; Stability and Change

By the end of this course, students will:

**B2.1** explain how key political, economic, social, and technological changes imposed on First Nations, Métis, and Inuit peoples in Canada have affected the ability of individuals and communities to assert cultural identity through traditional knowledge practices (e.g., industrially produced fabrics have supplanted naturally prepared and decorated furs and skins in clothing worn at traditional ceremonies and gatherings; the requirement to declare eagle feathers to customs officials often results in their confiscation; early missionary work in First Nations and Inuit communities encouraged the abandonment of traditional lifestyles by translating Western religious texts into Aboriginal languages and promoting Western religion and culture as superior; residential and manual labour schools have weakened the transmission of cultural identity from one generation of Aboriginal people to the next; the Indian Act makes First Nations governments accountable to a European-imposed governance model that is not based on traditional knowledge practices; First Nations, Métis, and Inuit communities have limited and legislated access to traditional hunting grounds)

**Sample questions:** “How do First Nations, Métis, and Inuit communities continue to produce and trade goods required for ceremonial and social purposes when regulations imposed on hunting, fishing, and land use limit access to the natural materials needed?” “What are some barriers or advances that rural and/or remote First Nations communities have experienced regarding access to and use of modern technologies? What is significant about modern technology with respect to cultural identity and traditional knowledge practices?”

**B2.2** describe what some First Nations, Métis, and Inuit individuals and communities are doing to reaffirm and strengthen cultural identity in response to the imposition of key political, economic, social, and technological changes (e.g., mounting protests over industrial plans that interfere with the interconnectedness of land, water, and people inherent in Aboriginal belief systems; asserting control over community-based education by rejecting Bill C-33, the proposed First Nations Control of First Nations Education Act; taking legal action to restore self-government; developing economic strategies such as the 2008 Anishinabek Economy: Our Economic Blueprint)

**Sample questions:** “What were some of the Aboriginal and non-Aboriginal responses to the 1969 federal White Paper calling for the assimilation of First Nations across Canada?” “How have some Aboriginal communities reacted to the proposed First Nations Control of First Nations Education Act? Why?” “What aspects of economic development have First Nations, Métis, and Inuit communities identified as incompatible with traditional hunting and fishing practices? Why is this significant in relation to cultural identity?”
B3. Cultural Understanding and Cultural Leadership  
FOCUS ON: Political Significance; Political Perspective

By the end of this course, students will:

**B3.1** describe various ways in which First Nations, Métis, and Inuit individuals in Canada self-identify and/or are identified culturally (e.g., “status” or “non-status”, residency on or off reserve, cultural affiliation, ancestry, blood quantum, lived experiences)

*Sample questions:* “What are some criteria Aboriginal individuals use to self-identify culturally?” “How might Aboriginal individuals living in urban centres and on-reserve members of First Nations communities express cultural identity in similar or different ways?” “Why might an Aboriginal person choose not to identify as a Canadian citizen?” “Why might an Aboriginal person choose not to identify as First Nation, Métis, or Inuit when registering in an educational institution?”

**B3.2** analyse the historical and contemporary impact of racism and stereotyping on First Nations, Métis, and Inuit individuals and cultures in Canada (e.g., the devaluation of Aboriginal veterans through the denial of veterans’ benefits after World War I and II; the reinforcement of negative perceptions through stereotypical depictions of Aboriginal peoples in sports team names, insignia, and logos)

**B3.3** analyse the influence of literature, contemporary media, and popular culture on how First Nations, Métis, and Inuit individuals and communities in Canada self-identify and are identified and/or perceived culturally (e.g., movies can reinforce or dismantle stereotypes; television programming can promote positive Aboriginal role models; news broadcasts can present a balanced selection of negative and positive stories about Aboriginal individuals and communities; fashion trends can misappropriate Aboriginal cultural symbols; fiction and non-fiction books can illuminate the diversity of Aboriginal peoples and Aboriginal cultural self-identification)

**B3.4** identify some First Nations, Métis, and Inuit leaders, artists, activists, Elders, historians, and authors who have made significant contributions to non-Aboriginal understanding of Aboriginal cultures in Canada (e.g., Cindy Blackstock, Joseph Boyden, Alan Corbiere, Olive Dickason, Ellen Gabriel, Roberta Jamieson, Rita Joe, Alanis Obomsawin, Peter O’Chiese, Lypa Pitsiulak, Jim Sinclair, Murray Sinclair, Jake Swamp), and describe how they have influenced contemporary society

*Sample questions:* “Who was Lypa Pitsiulak? How did he raise Canadian awareness of Inuit culture?” “Cindy Blackstock is an influential social activist. What social issues does she champion?”
C. COMMUNITY PERSPECTIVES

OVERALL EXPECTATIONS

By the end of this course, students will:

C1. Cultural Revitalization and Cultural Continuity: demonstrate an understanding of key issues related to cultural revitalization and cultural continuity in First Nations, Métis, and Inuit communities, including issues related to indigenous language learning (FOCUS ON: Objectives and Results; Stability and Change)

C2. Community Political, Economic, and Social Issues: demonstrate an understanding of key political, economic, and social issues of importance to First Nations, Métis, and Inuit communities, including issues related to land settlements (FOCUS ON: Political Significance; Objectives and Results)

C3. Community Planning, Development, and Leadership: demonstrate an understanding of key issues related to First Nations, Métis, and Inuit community planning, development, and leadership, including their potential impact on Canadian society as a whole (FOCUS ON: Political Significance; Political Perspective)

SPECIFIC EXPECTATIONS

C1. Cultural Revitalization and Cultural Continuity

FOCUS ON: Objectives and Results; Stability and Change

By the end of this course, students will:

C1.1 explain how key social trends affect the ability of First Nations, Métis, and Inuit communities to sustain cultural beliefs and traditions (e.g., with reference to the prevalence of non-traditional and/or non-Aboriginal cultural products; the coexistence of different belief traditions within a community; access to gathering spaces for ceremonial purposes; the level of individual participation in cultural traditions; the availability of culturally relevant curriculum, educational resources, and cultural resources; the priorities and directives associated with access to and use of funding for the development of cultural knowledge programs)

Sample questions: “In your opinion, which types of television programming have most influenced youth in the Far North with respect to cultural traditions and cultural change?” “How have Inuit communities used television to promote cultural understanding?”

C1.2 identify key challenges to the revitalization of indigenous languages in First Nations, Métis, and Inuit communities (e.g., lack of connection between generations, absence of proficient speakers, lack of understanding that language
and culture are linked), and describe various strategies and initiatives being implemented to address those challenges (e.g., local language nests in which parents promote intergenerational engagement by hosting language learning opportunities in their own homes; language immersion camps run by fluent speakers invited from other communities, the use of social media and technology to deliver on-line language courses)

C1.3 explain how various First Nations, Métis, and Inuit communities are using traditional and contemporary resources to promote cultural revitalization and/or cultural continuity (e.g., with reference to petroglyphs, scrolls, wampum belts, community oral histories, family knowledge and stories, letters, journals, diaries, band council minutes, community-planning documents, language teachers and teaching materials, healers and apprentices, Elders and their helpers, knowledge keepers, orators, archivists, artisans, cultural advisers, historians)

C1.4 explain how cultural observances, celebrations, and festivals promote cultural revitalization and/or cultural continuity in First Nations, Métis, and Inuit communities (e.g., Harvest Gatherings support and strengthen the connections between people and the land; sweat lodge ceremonies provide traditional spiritual healing; a powwow connects families through song, dance, and cultural activities; Back to Batoche days instil cultural knowledge and community pride; a Métis Rendezvous builds a sense of community and promotes shared values)

Sample questions: “In what ways does a Métis Rendezvous impart important cultural understanding to those attending? Why does it continue to be a significant celebration for Métis people in the twenty-first century?” “In what ways does National Aboriginal Day reflect values that are important for cultural revitalization and cultural continuity?”

C1.5 describe the role of contemporary cultural, economic, and social institutions (e.g., museums, social innovation centres, heritage centres, art centres, theatres, schools, medical centres, conservation areas, business centres, labour unions) in supporting cultural revitalization and/or cultural continuity in First Nations, Métis, and Inuit communities (e.g., with reference to repatriating sacred objects, protecting and storing cultural objects, supporting public awareness of shared history, re-examining the accuracy of historical accounts, building community partnerships through involvement in planning processes)

Sample question: “What types of First Nation, Métis, and Inuit programming do contemporary museums offer to incorporate indigenous perspectives? How does such programming support cultural revitalization?”
C2. Community Political, Economic, and Social Issues
FOCUS ON: Political Significance; Objectives and Results

By the end of this course, students will:

C2.1 identify key political issues of importance to First Nations, Métis, and Inuit communities in Canada, and explain how they are related to community governance and administration (e.g., with reference to the reintroduction of traditional governance systems, autonomy in civic decision making, administration of government services and supports under the Indian Act, consultations to ensure community input into Aboriginal title and treaty rights discussions, the advancement of land claims within the federal specific and comprehensive land claim policy)

Sample questions: “Why do many First Nations leaders believe that the elected chief and council system imposed by the Indian Act does not meet the needs of their communities? Why was it important for hereditary chiefs in the Six Nations to oppose 1924 Indian Act legislation that imposed a governance structure of elected chiefs and councils?” “How important is community vision to the implementation of self-governance for First Nations communities?”

C2.2 identify key economic issues of importance to First Nations, Métis, and Inuit communities in Canada, and explain how they are related to community-planning initiatives (e.g., with reference to the exercise of traditional hunting and gathering rights, the continuing implications of the Jay Treaty for the movement of resources across borders, community taxation structures, participation in the First Nations Land Management Regime, investment in public health and social services and in infrastructure such as recreational and cultural facilities, economic diversification and support for small business)

Sample questions: “How is the economic situation of First Nations in Ontario viewed globally? How is it viewed in other regions of Canada?” “Can you identify some economic opportunities in First Nations communities in Ontario that have arisen as a result of political decisions? What effect have they had on community planning?” “What strategic alliances are Inuit development corporations forming, and with what goals?”

C2.3 identify key social issues of importance to First Nations, Métis, and Inuit communities in Canada, and explain how they are related to educational attainment and training (e.g., with reference to the multigenerational legacy of the residential school system; the lack of support for and/or opportunity to express Aboriginal languages, cultures, and identities in non-Aboriginal educational settings; the need for social programming and services for First Nations, Métis, and Inuit postsecondary students; inadequate funding for on-reserve schools; the quality of community health and well-being; the level and type of support for families with children in customary care; the community-identified need for traditional role models in relation to policing, safety, justice, and security; the need to teach traditional approaches to environmental and biodiversity protection; apprenticeship
opportunities with respect to traditional knowledge practices such as using indigenous plants for healing)

**Sample questions:** “What perceptions of issues related to the educational attainment of First Nations, Métis, and Inuit students do Aboriginal and non-Aboriginal education authorities share? How do their opinions diverge?” “What barriers to improved graduation rates have First Nations, Métis, and Inuit communities identified?” “How is the achievement gap between Aboriginal and non-Aboriginal students being addressed within Canadian education systems?” “How could prior learning assessments support the needs of First Nations, Métis, and Inuit students who already have various life skills and are seeking formal training opportunities?”

**C2.4** describe some challenges facing First Nations communities at the local level with respect to land settlement negotiations and implementation (e.g., obstacles to consultation, provisions and limitations specified in federal policy governing the negotiation of special claims, litigation costs, the length of the settlement process, stipulations within the Indian Act governing the surrender of reserve lands, the requirement for ‘capacity to manage’ expressed within the First Nations Land Management Act, the need for specific sector knowledge, the bureaucratic burden of meeting obligations with respect to community accountability and fiscal transparency)

**Sample question:** “Explain the concept of devolution in relation to First Nations land settlement negotiations. Do you think devolution can be interpreted as the continuation of a colonial process? Why or why not?”

**C2.5** analyse the social and economic impact on First Nations, Métis, and Inuit communities of some significant treaties and subsequent related land disputes and settlements (e.g., with reference to occupation of disputed land, demonstrations by opposing groups, the provision of financial resources for social programs and initiatives, the surrender of land consequent on dispute settlement, the influx of disposable income through member distribution payments, the possibility of territorial expansion of reserves)

**Sample questions:** “What impact on their reserve lands did the Ojibways of Onigaming foresee from unauthorized highway construction? What has been the result of that claim?” “What is the connection between the Haldimand Proclamation of 1784 and the Six Nations of the Grand River dispute at Caledonia? How has the dispute affected local communities?” “Why was the Calder case considered a landmark?”
**C3. Community Planning, Development, and Leadership**

FOCUS ON: *Political Significance; Political Perspective*

By the end of this course, students will:

**C3.1** identify various socio-demographic trends and issues related to First Nations, Métis, and Inuit individuals and communities, and analyse their potential impact on Canadian society (*e.g., with reference to housing and infrastructure on reserves, community planning and development, education, careers, health, cultural awareness, population growth and mobility)*

*Sample questions:* “Why do some economists believe that improving Aboriginal educational attainment would contribute significantly to the prosperity of Canada?” “What is the motivation for an increased Aboriginal entrepreneurial presence in emerging alternative energy sectors?” “What factors make partnerships between Aboriginal-owned and non-Aboriginal businesses successful? Why and how have Aboriginal and non-Aboriginal governments encouraged these types of business partnerships to flourish?” “What role can Elders play in health and wellness services offered in First Nations communities, and how can non-Aboriginal health services benefit by incorporating traditional Aboriginal wellness practices?” “What are some benefits of providing Aboriginal cultural counsellors in mental health settings?” “How would the delivery of cultural proficiency training in the workforce by First Nations, Métis, and Inuit experts improve economic outcomes for Aboriginal youth entering the labour market?”

**C3.2** identify various training opportunities (*e.g., apprenticeships, the Nasittuq Corporation trainee program, the Aboriginal Skills and Employment Training Strategy, the First Nations Technical Institute)*, careers (*e.g., policing, teaching, engineering, computer programming)*, and economic sectors (*e.g., financial management, construction, trades, small-business development, green energy, ecotourism*) that support First Nations, Métis, and Inuit community development, and explain their roles.

**C3.3** explain how effective leadership can contribute to the realization of First Nations, Métis, and Inuit community aspirations (*e.g., with reference to language revitalization, cultural revitalization and/or cultural continuity, educational attainment, healthy lifestyles, community prosperity)*

*Sample questions:* “What role does leadership play in First Nations, Métis, and Inuit communities? What are the key characteristics of effective community leadership?” “What are some specific ways that leaders help their communities focus on priorities, make the best use of limited funding, and achieve the stated goals of the community?”

**C3.4** design a proposal to engage Aboriginal partners in the development of a community initiative addressing a mutually determined issue for the benefit of all identified stakeholders (*e.g., to include traditional ecological knowledge in urban planning to protect fresh water sources; to secure funding to develop knowledge*
and awareness of First Nations, Métis, and Inuit issues in the public education system; to include First Nations, Métis, and Inuit cultural perspectives in heritage project planning; to include diverse cultures in civic affairs; to develop economic partnerships between Aboriginal and non-Aboriginal groups)
D. NATIONAL AND REGIONAL PERSPECTIVES

OVERALL EXPECTATIONS

By the end of this course, students will:

D1. Constitutional and Other Legal Issues: demonstrate an understanding of key constitutional and other legal issues related to Aboriginal peoples, governments, and individuals in Canada, and explain their significance for First Nations, Métis, and Inuit relations with Canadian governments (FOCUS ON: Political Significance; Objectives and Results)

D2. Policies and Policy Making: explain how key policies and policy-making processes affect First Nations, Métis, and Inuit relations with Canadian governments and with non-Aboriginal individuals and communities (FOCUS ON: Political Significance; Objectives and Results; Stability and Change)

D3. National and Regional Leadership: identify and describe key Aboriginal national and regional organizations, and analyse some strategies and initiatives being implemented by various leaders and policy-making groups to address issues of national and/or regional importance to Aboriginal peoples in Canada (FOCUS ON: Political Significance; Objectives and Results; Political Perspective)

SPECIFIC EXPECTATIONS

D1. Constitutional and Other Legal Issues
FOCUS ON: Political Significance; Objectives and Results

By the end of this course, students will:

D1.1 explain how First Nations, Métis, and Inuit governments define and assert sovereignty within territories and in relation to the Canadian Constitution (e.g., with reference to citizenship cards, band membership codes, nation policing systems, demands for constitutional amendments, assertion of the inherent right to self-determination as defined in the UN Declaration on the Rights of Indigenous Peoples)

Sample question: “Why is it important to Haudenosaunee people to develop their own citizenship cards? What does this action indicate to Canada about Haudenosaunee sovereignty? What are the consequences of national citizenship cards for First Nations themselves, for Canada, and for other countries?”

D1.2 explain how the provisions of the Royal Proclamation of 1763 have defined and continue to support nation-to-nation relations between First Nations, Métis, and Inuit governments and the Canadian state (e.g., with reference to provisions for “reserved lands” for indigenous populations; the stipulation that Aboriginal land can
D1.3 identify key court rulings regarding Aboriginal title and section 35 of the Constitution Act, 1982 (e.g., St. Catherine’s Milling and Lumber Co. v. The Queen, 1888; Calder et al. v. Attorney-General of British Columbia, 1973; Delgamuukw v. British Columbia, 1997; Guerin et al. v. The Queen, 1984), and explain how they have affected First Nations, Métis, and Inuit relations with Canadian governments.

Sample questions: “What is the difference between Aboriginal title and land use and occupation?” “Why is the Calder case significant to First Nations with respect to Aboriginal title?” “How do court rulings and decisions made in British Columbia affect First Nations, Métis, and Inuit peoples across Canada?”

D1.4 identify key court cases in the Canadian justice system regarding Aboriginal individuals or groups (e.g., Métis rights: Daniels v. Canada, 2002; R. v. Powley, 2003; treaty rights: R. v. Sparrow, 1990; R. v. Marshall, 1999; R. v. Agawa, 1988; sentencing: R. v. Gladue, 1999), and explain how they have affected relations between Aboriginal individuals and Canadian governments.

Sample questions: “How is the Daniels case regarding the scope of federal powers and the inclusion of Métis people as ‘Indians’ under section 91(24) of the Constitution significant for provincial governments? How is it significant for Métis people?” “How has the Powley case affected the hunting rights of Métis people nationally?” “What did the Marshall case indicate about fishing rights for Mi’kmaw people? What are the implications of such a ruling for Aboriginal individuals across the country and for national and provincial governments?”

D1.5 describe the historical context of some significant treaties related to various regions of Canada, and explain how their implementation continues to affect First Nations, Métis, and Inuit governments (e.g., with reference to the Covenant Chain, c. 1613; the Mi’kmaq treaties of 1760 and 1761; the Gchi-Miigaabiigan or Great Wampum and Twenty-Four Nations Belt, 1764; Treaty of Niagara, 1764; Jay Treaty, 1794; Treaty of Ghent, 1814; Selkirk Treaty, 1817; the Robinson-Superior and Robinson-Huron treaties of 1850; the numbered treaties).

Sample questions: “What provisions made for ‘Indians’ in the Jay Treaty have implications for First Nations individuals crossing the U.S.–Canada border today?” “What Mi’kmaq treaty rights were violated when First Nations fishers were prosecuted in Nova Scotia in 1997? What effect does this have on contemporary provincial fisheries policy?”

D2. Policies and Policy Making
FOCUS ON: Political Significance; Objectives and Results; Stability and Change

By the end of this course, students will:

D2.1 explain how key government policies and policy-making processes have affected First Nations, Métis, and Inuit relations with Canadian governments (e.g.,
with reference to the Crown Lands Protection Act, 1839; the Indian Act, 1876; Indian residential schools; the “Sixties Scoop” federal policy of apprehending Aboriginal children to be fostered by or adopted into white families; White Paper, 1969; Royal Commission on Aboriginal Peoples, 1996; the procurement policies embedded in the Nunavut Land Claims Agreement Act, 1993; land use and planning policies stemming from the Nisga’a Final Agreement Act, 2000: Implementation Plan; Bill C-45, the Jobs, Growth, and Long-term Prosperity Act, 2012)

Sample question: “Why did Aboriginal groups and individuals object to the passage of the omnibus Bill C-45 in 2012? In your opinion, how did this federal legislative action affect relations between Aboriginal peoples and the Canadian state?”

D2.2 analyse the representation of First Nations, Métis, and Inuit peoples in policy-making institutions and processes in Canada (e.g., with reference to the appointment of Aboriginal individuals to the Senate, the election of Aboriginal members of federal and provincial parliaments and assemblies, the Canadian Human Rights Tribunal on First Nations Child Welfare, land management and resource development across Canada)

Sample question: “What are some outcomes of meetings between Aboriginal representatives and Canadian governments, such as the 2005 First Ministers’ Meeting on Aboriginal Issues and the 2004–05 Canadian–Aboriginal Peoples Roundtable?”

D2.3 explain how national and regional social policies can improve relations between Aboriginal and non-Aboriginal individuals and communities in Canada (e.g., with reference to media representation; access to education; social justice; social inclusion and voice; the promotion of mutual respect; education about treaty history, treaty rights, and Aboriginal title)

Sample questions: “What are the objectives of the action plan that was created in response to the Royal Commission on Aboriginal Peoples? What is the current status of the plan? How has the Commission influenced social policy and relationships between Aboriginal and non-Aboriginal people in Canada?” “In your opinion, could media coverage of Aboriginal issues in Canada present a more balanced view? If so, what impact might it have on Canadian society?” “What steps could media and other stakeholders take to increase the number of Aboriginal individuals working in local and national media?”

D3. National and Regional Leadership

FOCUS ON: Political Significance; Objectives and Results; Political Perspective

By the end of this course, students will:

D3.1 identify key Aboriginal national and regional political organizations in Canada (e.g., Assembly of First Nations, Inuit Tapiriit Kanatami, Métis National Council,
Chiefs of Ontario, Métis Nation of Ontario, Assembly of Manitoba Chiefs, Métis Nation–Saskatchewan, Assembly of the First Nations of Quebec and Labrador), and describe their governance structures

Sample questions: “How do the decisions made by the national chief of the Assembly of First Nations affect different First Nations communities across Canada?” “Who are Aboriginal national and regional political organizations accountable to in Canada? Do you think these organizations assist First Nations, Métis, and/or Inuit communities primarily to resist or to support federal government policies?” “Why do Aboriginal leaders prefer to use the term ‘land rights’ rather than ‘land claims’ with respect to land disputes between the federal government and First Nations and Inuit governments? What explicit and implicit messages do these terms contain, and how does their interpretation affect the goals of Aboriginal peoples?”

D3.2 describe some strategies and initiatives being implemented by Aboriginal and non-Aboriginal individuals and organizations to address social issues of national and/or regional importance to Aboriginal peoples in Canada (e.g., Mary Two-Axe Early’s submission to the Royal Commission on the Status of Women regarding discrimination against status Indian women; the National Indian Brotherhood’s policy paper Indian Control of Indian Education as a bid to regain community control of education; the work of the Native Women’s Association of Canada to raise awareness of missing and murdered Aboriginal women; a report by the federal Auditor General citing data from 1996, 2001, and 2004 that reveals a widening gap in educational attainment between Aboriginal and non-Aboriginal youth; Cindy Blackstock’s work to address discriminatory practices involving Aboriginal children; former prime minister Paul Martin’s establishment of the Martin Aboriginal Education Initiative to improve educational outcomes for Aboriginal children), and assess the effectiveness of these actions

Sample questions: “Religious leaders and the government of Canada have apologized to First Nations, Métis, and Inuit peoples for the abusive experiences endured by children in the residential school system. Has this action contributed to social and/or educational reforms for Aboriginal and non-Aboriginal peoples in Canada? If so, how?” “Why is it important for Aboriginal and non-Aboriginal individuals and organizations to continue to raise awareness of social injustices against Aboriginal peoples in Canada?”

D3.3 describe some strategies and initiatives being implemented by Aboriginal and non-Aboriginal individuals and organizations to address political and environmental issues of national and/or regional importance to Aboriginal peoples in Canada (e.g., the grievance put before the UN Human Rights Council by the Comprehensive Land Claims Coalition; the occupation of disputed territories in Haldimand county by Six Nations citizens; legal action taken by Frank Calder against the British Columbia government over the Nisga’a land claim; the organization of Idle No More in response to the Navigable Waters Protection Act embedded in the omnibus Bill C-45 of 2012; a letter of support for Idle No More from the David Suzuki Foundation; Matthew Coon Come’s paddle protest to stop the Hydro-Québec Great Whale project; Neil Young’s Honour the Treaties tour highlighting the growing
environmental impact of oil sands development), and assess the effectiveness of these actions

Sample questions: “How effective are legal actions in obtaining justice for treaty violations?” “In what ways did the leaders of Idle No More raise awareness in Canada about issues of importance to First Nations peoples?” “What issue prompted Chief Theresa Spence’s hunger strike in 2012?” “How effective are protest movements in drawing attention to environmental injustices? Can you give some examples to support your opinion?”

D3.4 identify some influential Aboriginal leaders, and describe how they have asserted their beliefs and values to affect public awareness and public policy in Canada (e.g., Elijah Harper’s filibuster to prevent a vote on the Meech Lake Accord raised public awareness of its flaws; Phil Fontaine publicized the issue of physical and sexual abuse at residential schools by giving personal testimony and meeting Pope Benedict XVI to obtain an apology for the harm done by the Catholic Church; Clément Chartier advanced the acknowledgement of Métis people as a distinct Aboriginal group by spearheading a drive for constitutional recognition; Jose Kusugak asserted the continued importance of Aboriginal languages by leading efforts to establish a standardized Inuktitut writing system; Beverley Jacobs organized the first Native Women’s Association of Canada summit to promote awareness of issues of concern to Aboriginal women)

Sample questions: How might the national chief of the Assembly of First Nations utilize the position to influence federal policy making in support of the aspirations of First Nations peoples across Canada?” “How has Cassondra Campbell’s leadership of the National Aboriginal Initiative influenced the work of the Canadian Human Rights Commission?”
E. THE GLOBAL CONTEXT

OVERALL EXPECTATIONS

By the end of this course, students will;

**E1. Global Indigenous Issues:** demonstrate an understanding of key global trends related to issues of importance to indigenous peoples around the world and in Canada (FOCUS ON: Political Significance; Objectives and Results)

**E2. Social Action and Leadership:** demonstrate an understanding of key factors that influence social action, and analyse various strategies and initiatives, including traditional leadership approaches, being implemented by non-governmental and/or indigenous organizations to address issues of importance to indigenous peoples around the world and in Canada (FOCUS ON: Objectives and Results; Stability and Change; Political Perspective)

SPECIFIC EXPECTATIONS

**E1. Global Indigenous Issues**

FOCUS ON: Political Significance; Objectives and Results

By the end of this course, students will:

**E1.1** identify and compare key trends related to the land, water, and food rights of indigenous peoples around the world and in Canada, including rights related to the protection of traditional territories and practices (e.g., with reference to the patenting of seeds and indigenous foods, contamination of water and food sources, the environmental impact of water diversion, the displacement of communities by mining development, the destruction of forestry habitat, the recognition and protection of sacred sites, economic autonomy in resource development, representation in environmental and food policy development)

*Sample question:* “Why is food security important to Aboriginal peoples?” “Why do many Aboriginal peoples consider the impact of Canadian free trade agreements on developing countries and indigenous populations to be negative? How does this affect relations between First Nations, Métis, and Inuit communities and the Canadian state?”

**E1.2** identify and compare key trends related to the revitalization and/or continuity of indigenous languages and cultures around the world and in Canada (e.g., insufficient media in the language, lack of official language status, external pressures on the language such as globalization, the language nest movement, bilingual schooling, language engineering to incorporate contemporary concepts into traditional languages, government research grants aimed at saving indigenous languages, locally developed cultural curriculum, documentation and preservation
activities, cultural exchange programs, educational tours to countries around the world, virtual cultural field trips and class exchanges between federally funded First Nations schools and provincially funded public schools)

Sample question: “How might Canada adapt and implement international innovations in language revitalization? For example, how could the Maori language nest movement be duplicated in Canada?” “How might Aboriginal and non-Aboriginal teachers play a role in helping Aboriginal and non-Aboriginal communities to share cultural information and cultural practices?” “How does the Two Row Wampum illuminate the ideal relationship to be agreed between two nations?”

E1.3 identify and compare key trends related to social justice for indigenous peoples around the world and in Canada (e.g., with reference to national governments’ interpretations of the UN Declaration of the Rights of Indigenous Peoples; nation-to-nation protocols and measures for conflict resolution between states and indigenous people; government apologies and/or reparations for past injustices; the right of indigenous communities to have access to clean water, medical services, and relief efforts; truth and reconciliation commissions)

Sample questions: “How were the events of the Sixties Scoop in Canada and the Stolen Generations in Australia similar and/or different? What issues do they raise?” “What are some effects of dominant cultures on indigenous societies?” “In identifying indigenous populations, why is it essential in terms of social justice to recognize ties to land and place?” “Maori scholar Linda Tuhiwai Smith states that the term ‘indigenous’ is problematic. What are some social justice issues related to the use of this term?”

E2. Social Action and Leadership
FOCUS ON: Objectives and Results; Stability and Change; Political Perspective

By the end of this course, students will:

E2.1 identify key factors affecting individual and collective social action related to issues of importance to indigenous peoples in Canada, and compare them to factors in various countries around the world (e.g., with reference to awareness and education, the potential for individual persecution, civil laws, availability or lack of community capacity, cultural acceptance and social integration)

Sample questions: “How are the political and social factors affecting the potential for social action with respect to Sami people in Norway and Maori people in New Zealand the same as or different from the factors affecting the indigenous peoples of Turtle Island?” “How has the Canada-based Idle No More movement made an impact on indigenous communities around the world? What factors have helped or hindered its influence?”
E2.2 assess the effectiveness of various strategies and initiatives being implemented by international non-governmental organizations to influence how Canadian governments perceive issues of importance to First Nations, Métis, and Inuit peoples in Canada (e.g., with reference to the UN Working Group on Indigenous Populations, the UN Conference on Environment and Development, the International Indigenous Policy Journal, Human Rights Watch)

**Sample questions:** “In your opinion, was Human Rights Watch effective in drawing attention to the Canadian treatment of Aboriginal women in 2013? Why or why not?” “How do you think the 2013 investigation by the UN special rapporteur of the plight of Aboriginal people in Canada might influence Canadian domestic Aboriginal policy?”

E2.3 assess the effectiveness of various strategies and initiatives being implemented by indigenous and/or non-governmental organizations (e.g., World Council of Indigenous Peoples, Arctic Council, Inuit Tapiriit Kanatami, Saami Council, International Indian Treaty Council, UN Permanent Forum on Indigenous Issues) to share knowledge and influence how governments perceive issues of importance to indigenous peoples around the world (e.g., with reference to international indigenous networks, international conferences, plans of action to ensure access to clean water and food security in indigenous communities)

**Sample questions:** “How can a human rights non-governmental organization use the media to get its point across? Can you give some examples?” “How effective is an international conference such as the Earth Summit in mobilizing Aboriginal individuals and communities in Canada to act on behalf of the environment? What factors contribute to the success of such a conference? What are some government perceptions of these types of conferences?” “How can international forums such as the World Indigenous Peoples Conference on Education (WiPC:E) or the World Food Summit can mobilize collective action?” “In your opinion, are there benefits to sharing knowledge about language preservation globally? Why or why not?” “How has the formation of the UN Permanent Forum on Indigenous Issues facilitated greater representation of indigenous issues at the United Nations?”

E2.4 explain how First Nations, Métis, and Inuit leaders utilize traditional leadership approaches to help develop indigenous capacity for sustainable self-governance and environmental protection around the world and in Canada (e.g., with reference to traditional knowledge concepts such as planning for generations to come and protecting the environment globally; a holistic approach to acquiring knowledge that utilizes the mental, physical, emotional, and spiritual domains; storywork in which people sit in conversation with Elders to consider solutions to issues of global concern; the idea that knowledge is inseparable from the responsibilities that knowledge brings)

**Sample questions:** “What strategies did the hereditary chief of the Six Nations confederacy use to defend traditional leadership and governance systems in 1923? What were the results of his efforts? How does this relate to current self-governance efforts?” “What intended and/or unintended effects has the Coast Salish
Gathering policy dialogue had on traditional hunting and fishing rights, resource extraction, and other environmental issues affecting land internationally? “How might the cultural values of respect, responsibility, reciprocity, and reverence embedded in traditional leadership further self-governance and capacity building within a global context?” “How has indigenous knowledge contributed to scientific understanding and political decision making with respect to ecosystem stresses?”