

## BIG IDEAS

The identities, worldviews, and language of indigenous peoples are renewed, sustained, and transformed through the connection to the land.

Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism.

Indigenous peoples continue to advocate and assert rights to self-determination.

Reconciliation requires all colonial societies to work together to foster healing and address injustices.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Use Social Studies inquiry processes and skills to ask questions; listen to the oral tradition of Elders and other local knowledge holders; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>• Use holistic, experiential, reflective, and relational experiences to better understand connectedness and the reciprocal relationship of First Peoples and the sense of place.</li> <li>• Recognize the consequences of our actions (cause and consequence)</li> <li>• Assess and compare the significance of the interconnections between people, places, events, and developments at a particular time and place, and determine what they reveal about issues in the past and present (significance)</li> <li>• Ask questions and corroborate inferences of Elders and other local knowledge keepers through oral traditions, indigenous knowledge, memory, history, and story (evidence)</li> <li>• Compare and contrast continuities and changes for different groups in different time periods and places (continuity and change)</li> <li>• Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences of an event, decision, or development (cause and consequence)</li> <li>• Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective)</li> <li>• Recognize implicit and explicit ethical claims in a variety of sources (ethical judgment)</li> <li>• Recognize and understand that some knowledge is considered sacred and only shared with permission, and/or in certain situations, with certain people (ethical judgment)</li> <li>• Make reasoned ethical claims about actions in the past and present after considering the context and values of the times (ethical judgment)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>the varied identities and worldviews of indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land</b></li> <li>• <b>factors that sustain and challenge the identities and worldviews of indigenous peoples</b></li> <li>• <b>the resilience and survival of indigenous peoples in the face of colonialism</b></li> <li>• <b>community development, partnerships, and control of economic opportunities</b></li> <li>• <b>responses to inequities in the relationships of indigenous peoples with governments in Canada and around the world</b></li> <li>• <b>restoring balance through truth, healing, and reconciliation in Canada and around the world</b></li> </ul>

## Content – Elaborations

**the varied identities and worldviews of indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land:***Sample topics:*

- Members of different cultures have different worldviews as a result of their beliefs, values, practices, and experiences.
- connections to the land as expressed in language, culture, values, and practices
- relationships among family, Elders, and community
- Being a member of a community helps shape a person's identity.
- Roles, responsibilities, and experiences as a member of one or more cultural groups shapes a person's identity.
- concepts of respect, reciprocity, relevance, responsibility, and resilience

**factors that sustain and challenge the identities and worldviews of indigenous peoples:***Sample topics:*

- connections to family and community, the land, the spirits, and the ancestors
- Elders' presence, guidance, and wisdom
- speaking a person's indigenous language
- ceremonial practices
- oral traditions
- disconnection from traditional territories and cultural teachings
- evolution of a sense of indigeneity
- impact of residential schools and modern education
- stereotypes and institutionalized racism
- media portrayals and representations of indigenous peoples
- legislation (e.g, Indian Act, Bill C-31, enfranchisement)
- migration to urban areas

**the resilience and survival of indigenous peoples in the face of colonialism:***Sample topics:*

- resurgence of traditional forms of art, literature, dance, and music
- emergence of contemporary indigenous arts (e.g., Tribe Called Red, Sonny Assu, Going Home Star)
- indigenous media (e.g., APTN, 8th Fire, Unreserved)
- indigenous websites and social media (e.g., Indian and Cowboy, ReMatriate, Native Appropriations, âpihtawikosisân)
- indigenous literature
- increased presence in academia and decolonization of places of study and learning

**Content – Elaborations**

- language revitalization
- practice of traditional systems, including protocols and ceremonies

**community development, partnerships, and control of economic opportunities:***Sample topics:*

- economic strategies and approaches:
  - joint ventures
  - co-management partnerships
  - community development corporations, co-operatives, public-private relationships
- current development:
  - Osoyoos Indian Band and Nk'mip
  - Inuit of Cape Dorset and Co-operative of Artists
  - Tk'emlups First Nations (Kamloops Indian Band Development Corporation)
  - Vuntut Gwitchin First Nation (Air North)
- consultation versus collaboration to foster economic development
- use of natural resources (e.g., oil, natural gas, diamonds, forestry, minerals, fisheries)
- conflicting views of stewardship, ownership, and use of lands and resources

**responses to inequities in the relationships of indigenous peoples with their government in Canada and around the world:***Sample topics:*

- United Nations Declaration of the Rights of Indigenous Peoples (Framework for Reconciliation)
- national organizations (e.g., Assembly of First Nations, Métis National Council, Inuit Tapiriit Kanatami, Native Women's Association of Canada, Congress of Aboriginal Peoples)
- local and regional indigenous organizations
- modern treaties and self-government (e.g., section 35 of Canadian Constitution Act, 1982, Nisga'a, Nunavut, Delgamuukw)
- Indian Act, White Paper, Brown Paper (BC), and Red Paper (AB)
- Meech Lake and Charlottetown Accords
- Royal Commission on Aboriginal Peoples
- Indian Residential Settlement Agreement
- Truth and Reconciliation Commission of Canada
- Land rights and use (e.g., Oka, Ipperwash, Gustafsen Lake)
- Métis status and rights (e.g., Daniels case)
- advocacy and activism:
  - Idle No More

**Content – Elaborations**

- Walking with Our Sisters
- First Nations Child and Family Caring Society of Canada in reaction to the Sixties Scoop and foster care system

**restoring balance through truth, healing, and reconciliation in Canada and around the world:***Sample topics:*

- Royal Commission on Aboriginal Peoples
- Final Report of The Truth and Reconciliation Commission of Canada and calls to action
- community healing initiatives
- cultural resilience (e.g., language, art, music, and dance as healing)
- culturally relevant systems (e.g., restorative justice model)

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