

**Material Covered:**

The course is comprised of the following three themes:

**Relationships to the Land**

- An Introduction to the Land
- Living on and Sharing the Land & its Resources

**Legacy of Colonialism**

- Communities, Métis, and Non-Status People
- First Nations, Self-Government and Treaties

**The Historical Journey**

- The Fur Trade and Colonial Eras: 1770s-1871
- Canada Takes Control and the New Economies
- Organizing Aboriginal Rights and Pursuing Justice

**Cultural Expression**

- Oral Traditions and First Nations Literature
- Visual and Decorative Arts; Beyond the Stereotypes

**Textbook:**

The course uses the following:

*B.C. First Nations Studies*

(ISBN 0-7726-4882-4, Pacific Educational Press)

**Notebook:**

Your notebook should be neatly organized, as this will help you study for tests. Label the unit and topic headings clearly at the top of the page. Answer questions fully, so that the information makes sense and can be used later for studying. Show what page number in the textbook the information comes from so you can look it up again easily.

**Projects:**

Each section has suggested topics for you to investigate called Inquiries or you can negotiate your own topic with your teacher. Be sure to get permission first if you are investigating your own topic!

**Grading:**

This course works on a mastery system. You must pass the mastery tests in each unit to the 80% level before you can go on. In addition, there are cumulative tests from time to time. These are tests you can only take once, so studying before them is essential to do well. Your class mark for the course is based 60% on the mastery unit tests or projects and 40% on the projects.

**Theme:**

The two topics in the Relationships to the Land theme examine the land of the First Peoples and sharing the land and its resources.

**Goal:**

The goal of this unit is to learn about First Nations people and their relationship with the land.

**Key Concepts:**

While completing this unit you will:

- Describe the strong traditional relationship with the land and natural world.
- Identify traditional First Nations settlement and lifestyle patterns.
- Explain the First Nations peoples' concept of land and resource ownership.
- Identify the traditional territories of the First Nations of British Columbia.
- Outline the relationships between resource ownership, spiritual beliefs, and culture.
- Explain the importance of language and other cultural dimensions.
- Examine contemporary and traditional First Nations education processes.

**What to Do in this Unit:**

This unit uses the textbook *B.C. First Nations Studies*.

- Ask your teacher for the Unit 1 worksheet.
- Turn to page 8 of your textbook and read *The Voice of the Land is Our Language*. Answer the questions in the Unit 1 worksheet about the material found in the introduction. Turn to page 16 and read the *Relationship to the Land*.
- Read Chapter 1 from pages 18 - 34 on *The Land*. Follow the instructions and complete all the questions and assignments in the worksheet. Be sure to research and understand all of the keywords suggested for this unit.
- For each worksheet that you complete, check your answers with the unit answer key.
- When you are ready, ask your teacher for the Unit 1 Test. Remember, you must get 80% to pass, so studying hard is essential.

**Goal:**

The goal of this unit is to study the resources and traditions of the BC First Peoples.

**Key Concepts:**

While completing this unit you will:

- Analyse traditional resource use by BC First Nations.
- Describe traditional First Nations technologies and their use of plants and animals.
- Identify how First Nations communities were traditionally educated.
- Explain what traditional communities were expected to learn from their elders.
- Compare current and traditional management techniques and resource use.
- Discuss ideas about the practices, the rites of passage of the BC First Nations culture.
- Describe specific examples of the exchange of materials between cultures.

**What to Do in this Unit:**

This unit uses the textbook *B.C. First Nations Studies*.

- Ask your teacher for the Unit 2 worksheet.
- Read Chapter 2 from pages 35 - 47 on *Living on the Land*. Follow the instructions and complete all the questions and assignments in the worksheet. Be sure to research and understand all of the keywords suggested for this unit.
- Read Chapter 3 from pages 48 - 61 on *Sharing the Land and Resources*. Follow the instructions and complete all the questions and assignments in the worksheet. Be sure to research and understand all of the keywords suggested for this unit.
- For each worksheet that you complete, check your answers with the unit answer key.
- When you are ready, ask your teacher for the Unit 2 Test. Remember, you must get 80% to pass, so studying hard is essential.
- Ask your teacher for the Relationships to the Land Inquiry Project #1. It contains a list of suggested topics for your project taken a number of different resources.
- The major projects may only be completed once and they make up 40% of your total grade. Work hard on them so that you can get the best mark possible!

**Theme:**

The three topics in the Historical Journey theme examine the economies and rights of the Aboriginal people.

**Goal:**

The goal of this unit is to study the historical journey of BC First Nations peoples through the Fur Trade and Colonial Eras.

**Key Concepts:**

While completing this unit you will:

- Explain the effect of the fur trade on First Nations people between the 1770s and 1849.
- Examine the Colonial Era between 1849 and 1871.
- Describe the impact of colonialism on the demographics of British Columbia.
- Demonstrate an awareness for the origins and history of the Métis people.
- Explain the intent of government aboriginal policy before and after Confederation.
- Understand the impact of European contact on social organization among First Nations.
- Describe the effect of colonialism on First Nations spiritual beliefs.
- Identify the consequences of colonialism on First Nations governance.
- Demonstrate knowledge about the Métis people in BC and Western Canada.
- Understand the integral role of women in First Nations communities and with the fur trade.
- Outline the historical relationships between Europeans and the First Nations people.

**What to Do in this Unit:**

This unit uses the textbook *B.C. First Nations Studies*.

- Ask your teacher for the Unit 3 worksheet.
- Turn to page 62 and read *The Historical Journey*. Read Chapter 4 from pages 64 - 78 on *The Fur Trade Era*. Follow the instructions and complete all the questions and assignments in the worksheet. Research and understand all of the keywords suggested for this unit.
- Read Chapter 5 from pages 79 - 89 on *The Colonial Era*. Follow the instructions and complete all the questions and assignments in the worksheet. Be sure to research and understand all of the keywords suggested for this unit.
- For each worksheet that you complete, check your answers with the unit answer key.
- When you are ready, ask your teacher for the Unit 3 Test. Remember, you must get 80% to pass, so studying hard is essential.

**Goal:**

The goal of this unit is to learn more about Canada taking control of the land and the new economies that were created.

**Objectives:**

Having completed this unit, you will be able to:

- Explain the initial mutual economic advantages of trading.
- Explore the initial dependent relationship of the European traders on First Nations.
- Identify the different relationships between maritime and land-based fur trades.
- Describe the establishment of European settlements, forts, and their policies.
- Understand the affect of colonialism, imperialism and disease on First Nations.
- Explain the shift in the balance of power between both cultures.
- Describe the concept of a title and a treaty.
- Outline the specific details and the clauses of the 1876 *Indian Act*.
- Explain Indian reserves and describe early resistance to their establishment.
- Describe the concept and injustice of State and Church run education.
- Understand the significance of *Treaty 8* and the 1911 *Victoria Conference*.
- Compare and contrast traditional First Nations and European economies.
- Describe the exploitation and appropriation of the natural resources of BC.
- Outline differences between traditional resource gathering and European farming.
- Examine the impact of changing economies on First Nation peoples.

**WHAT TO DO IN THIS UNIT**

This unit uses the textbook *B.C. First Nations Studies*.

- Ask your teacher for the Unit 4 worksheet.
- Read Chapter 6 from pages 90 - 107 on Canada Takes Control, 1871 - 1911. Follow the instructions and complete all the questions and assignments in the worksheet. Be sure to research and understand all of the keywords suggested for this unit.
- Read Chapter 7 from pages 108 - 121 on Adapting to New Economies. Follow the instructions and complete all the questions and assignments in the worksheet. Be sure to research and understand all of the keywords suggested for this unit.
- For each worksheet that you complete, check your answers with the unit answer key.
- When you are ready, ask your teacher for the Unit 4 Test. Remember, you must get 80% to pass, so studying hard is essential.

**Goal:**

The goal of this unit is to learn more about organizing Aboriginal rights and their pursuit of justice.

**Objectives:**

Having completed this unit, you will be able to:

- Explain the significant role played by First Nations people who fought on behalf of Canada.
- Describe the purpose of the *McKenna-McBride* commission.
- Understand the importance of the *Allied Indian Tribes of BC*.
- Discuss various attempts of Canada's assimilation policy upon First Nations people.
- Describe the organization known as the *Native Brotherhood of BC*.
- Identify and describe the inequalities faced by aboriginal soldiers after WWII.
- Discuss the contributions made by the first aboriginal cabinet minister in Canada. Outline the issues and struggles faced by aboriginal peoples, specifically the *Calder Case*.
- Review the significance of the *Constitution Express* & other important constitutional cases.

**What to Do in this Unit:**

This unit uses the textbook *B.C. First Nations Studies*.

- Ask your teacher for the Unit 5 worksheet.
- Read Chapter 8 from pages 122 - 133 on *Organizing for Aboriginal Rights, 1912 - 1951*. Follow the instructions and complete all the questions and assignments in the worksheet. Be sure to research and understand all of the keywords suggested for this unit.
- Read Chapter 9 from pages 134 - 147 on *Pursuing Justice, 1951 - 1997*. Follow the instructions and complete all the questions and assignments in the worksheet. Be sure to research and understand all of the keywords suggested for this unit.
- For each worksheet that you complete, check your answers with the unit answer key.
- When you are ready, ask your teacher for the Unit 5 Test. Remember, you must get 80% to pass, so studying hard is essential.
- Ask your teacher for the Historical Journey Inquiry Project #2 worksheet. It contains a list of suggested topics for your project taken a number of different resources.

**Theme:**

The two topics in the Legacy of Colonialism the communities and governance of First Peoples.

**Goal:**

The goal of this unit is to study the legacy of colonialism in First Nations history regarding communities, Métis, and non-status people.

**Objectives:**

Having completed this unit, you will be able to:

- Understand the issues and events which have undermined aboriginal society.
- Discuss the impact of the colonialism upon traditional First Nations governance.
- Describe the significance of the roles of elders, family, and clan.
- Identify the health-related struggles and the devastation faced by First Nations communities.
- Understand and explain the factors leading to the break-down of the traditional family.
- Identify current transitional trends which challenge First Nations cultural identity.
- Compare and contrast the three Aboriginal Peoples.
- Distinguish between “status”, “non-status”, and Métis people.
- Describe the roots of the Metis Nation and their early leaders.
- Understand the conflict and the long struggle for recognition by Metis people.
- Discuss the controversial discussions for correctly defining the Metis people.
- Debate the need for a Métis Commission for children and family services.

**What to Do in this Unit:**

This unit uses the textbook *B.C. First Nations Studies*.

- Ask your teacher for the Unit 6 worksheet.
- Turn to page 148 and read *The Legacy of Colonialism*. Read Chapter 10 from pages 150 - 160 on *Communities in Transition*. Follow the instructions and complete all the questions and assignments in the worksheet.
- Read Chapter 11 from pages 161 - 175 on *Métis and Non-Status People in BC*. Follow the instructions and complete all the questions and assignments in the worksheet. Be sure to research and understand all of the keywords suggested for this unit.
- When you are ready, ask your teacher for the Unit 6 Test. Remember, you must get 80% to pass, so studying hard is essential to do well.

**Goal:**

The goal of this unit is to study the self-government and treaties within First Nations communities.

**Objectives:**

Having completed this unit, you will be able to:

- Understand the issues and events which have undermined aboriginal society.
- Discuss the impact of the colonialism upon traditional First Nations governance.
- Describe the significance of the roles of elders, family, and clan.
- Identify the health-related struggles and the devastation faced by First Nations communities.
- Understand and explain the factors leading to the break-down of the traditional family.
- Identify current transitional trends which challenge First Nations cultural identity.
- Compare and contrast the three Aboriginal Peoples.
- Distinguish between “status”, “non-status”, and Métis people.
- Describe the roots of the Métis Nation and their early leaders.
- Understand the conflict and the long struggle for recognition by Métis people.
- Discuss the controversial discussions for correctly defining the Métis people.
- Debate the need for a Métis Commission for children and family services.

**What to Do in this Unit:**

This unit uses the textbook *B.C. First Nations Studies*.

- Ask your teacher for the Unit 6 worksheet.
- Turn to page 148 and read *The Legacy of Colonialism*. Read Chapter 10 from pages 150 - 160 on *Communities in Transition*. Follow the instructions and complete all the questions and assignments in the worksheet.
- Read Chapter 11 from pages 161 - 175 on *Métis and Non-Status People in BC*. Follow the instructions and complete all the questions and assignments in the worksheet. Be sure to research and understand all of the keywords suggested for this unit.
- When you are ready, ask your teacher for the Unit 7 Test. Remember, you must get 80% to pass, so studying hard is essential to do well.
- The cumulative assessment for this theme is an inquiry project into a topic of your choosing. Ask your teacher for the Legacy of Colonialism Inquiry Project #3 worksheet, then read and complete the work there.



**Theme:**

The two topics in the Cultural Expression theme examine the traditions and arts of the First Peoples.

**Goal:**

The goal of this unit is to learn about the cultural expression, oral traditions and literature of the BC First Nation's People.

**Objectives:**

Having completed this unit, you will be able to:

- Explain the function and significance of oral traditions.
- Discuss the importance of First Nations creation, origin, and trickster / transformer stories.
- Interpret different literature written by Aboriginal authors.
- Compare & contrast the purpose of oral and family narratives from other forms of literature.
- Describe the importance and give examples of various teaching and oratory stories.
- Understand the significance of First Nations to determine the use of their artistic traditions.
- Discuss the contributions of several gifted academics and First Nations speakers.
- Outline a historical overview and the issues surrounding First Nations publishing.
- Discuss contemporary Aboriginal literature in BC.
- Understand the issues surrounding cultural appropriation of First Nations culture.

**What to Do in this Unit:**

This unit uses the textbook *B.C. First Nations Studies*.

- Ask your teacher for the Unit 8 worksheet.
- Turn to page 208 and read about *Cultural Expression*. Read Chapter 14 from pages 210 - 227 on *Oral Traditions*. Follow the instructions and complete all the questions and assignments in the worksheet. Be sure to research and understand all of the keywords suggested for this unit.
- Read Chapter 15 from pages 228 - 239 on *First Nations Literature*. Follow the instructions and complete all the questions and assignments in the worksheet. Be sure to research and understand all of the keywords suggested for this unit.
- When you are ready, ask your teacher for the Unit 8 Test. Remember, you must get 80% to pass, so studying hard is essential to do well.

**Goal:**

The goal of this unit is to investigate visual and decorative arts of First Peoples.

**Objectives:**

After completing this unit, you will be able to:

- Demonstrate an appreciation for traditional and contemporary artistic expressions
- Identify and distinguish the characteristics and distinctive features of First Nations art
- Examine works of Aboriginal art created by people which express local culture
- Describe the role of First Nations art with regards to careers and economic development
- Understand the diversity of *Northwest Coast* art and the impact of colonization on it
- Describe the revival and symbolism of the *Northwest Coast* great canoes
- Explain the importance of First Nations people to determine the use of historical artifacts
- Analyse various stereotypical and authentic portrayals of First Nations people
- Discuss and debate a variety of First Nations cultural initiatives
- Understand the purpose of the *National Aboriginal Achievement Foundation*
- Recognise and celebrate the variety of contributions made by *NAAA* recipients

**WHAT TO DO IN THIS UNIT**

This unit uses the textbook *B.C. First Nations Studies*.

- Ask your teacher for the Unit 9 worksheet.
- Read Chapter 16 from pages 240 - 256 on *First Nations Visual and Decorative Arts*. Follow the instructions and complete all the questions and assignments in the worksheet. Be sure to research and understand all of the keywords suggested for this unit.
- Read Chapter 17 from pages 257 - 270 on *Beyond Stereotypes: Portrayal of First Nations People*. Follow the instructions and complete all the questions and assignments in the worksheet.
- When you are ready, ask your teacher for the Unit 9 Test or project. Remember, you must get 80% to pass, so studying hard is essential.
- The cumulative assessment for this theme is an inquiry project into a topic of your choosing. Ask your teacher for the Cultural Expression Inquiry Project #4 worksheet, then read and complete the work there.

**Congratulations! You've finished BC First Peoples 12!**