

Social Studies 9

Exploring Collective Rights Using the Indigenous Voices Module in Alberta Tomorrow

Overview:

This is an opportunity for students to learn more about our Stoney Nakoda neighbors and link what they have been learning in the Grade 9 Social Studies Program of Studies on the Canadian Charter of Rights and Freedoms and Collective and Individual Rights to Indigenous Rights and Treaty 7.

Although many Stoney Nakoda students attend the school, there is a gap between our worldviews. Each culture has its own nuances and there are misconceptions such as all indigenous peoples having “free education”, etc.

Through working with the Alberta Tomorrow Indigenous Voices Module, students will gain an appreciation of the geography of the different Indigenous peoples in Alberta, as well as what Treaty Area we live within, whose traditional land this is, what languages they speak and the locations of Residential schools in our area.

Students will work through the simulator to explore Indigenous indicators and how they changed from 1910 to present day and how they may change in the future, and compare this to the Western Science indicators. They will also assess whether treaty rights are being honored in our area.

Curriculum links:

9.21.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada	There is limited internet in some areas of Mini thni. How are emerging issues, such as the increasing requirement for reliable internet access to succeed in society being met regarding Treaty Rights Some areas of Mini thni have limited access to reliable and safe drinking water.
9.1.6 assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues: -In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada? -How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights?	Imagine answering this question as youth from MiniThni. Is the Canadian Charter of Rights and Freedoms equally applied to all Canadians?

9.1.7 access critically how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues: -in what ways does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in minority settings?	Imagine answering this question as a member of the Stoney Nakoda Community. Do all Canadians, French, English, indigenous, have equal rights?
9.2.3 appreciate the impact of government decision making on quality of life	Learn how government land use plans can determine quality of life through water quality, air quality, wildlife habitat, and other indicators.
9.2.5 critically assess the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues: How does individual consumer behavior impact quality of life (e.g., environmental issues)?	Simulate the effects of shifts in consumer behavior on Alberta's economy and environment. For example, if demand for Alberta fossil fuels were to change by x% due to an x% decrease in global energy consumption, what would be the effects to Alberta's economy and environment?
9.2.6 access critically the interrelationships between political decisions and economic systems by exploring the following questions and issues: -How government decisions on environmental issues impact quality of life (ie, preservation, exploitation and trade of natural resources)? (PADM, ER)	Apply a land use simulator to investigate how land use decisions impact economic and ecological values that contribute to quality of life. Simulate the effects of a variety of possible government decisions on environmental issues. For example, what are the future environmental and economic effects of different quantities of protected area in Alberta?
9.S.1 Develop skills of critical thinking and creative thinking <ul style="list-style-type: none"> Evaluate, critically, ideas, information and positions from multiple perspectives Re-evaluate personal opinions to broaden understanding of a topic or an issue Generate creative ideas and strategies in individual and group activities 	Consider multiple perspectives from industry, government, and the private sector as they pertain to land-use issues. Work collaboratively to come up with future land-use plan
9.S.2 Develop skills of historical thinking <ul style="list-style-type: none"> Analyze selected issues and problems from the past, placing people and events in a context of time and place Distinguish cause, effect, sequence and correlation in historical events and issues, including the long-and short-term casual relations Use historical and community resources to organize the sequence of historical events 	Look at the historical landscape and see how land-use and its effects have changed through time. Research local historical events that resulted in land-use changes.
9.S.3 Develop skills of geographic thinking <ul style="list-style-type: none"> Use geographic tools, such as GIS software to assist in preparing graphs and maps Construct diagrams, charts, graphs and table to analyze geographic information 	Use GIS programs to create maps, graphs and tables.

ICT Curriculum Outcomes:

C.5 - Students will use technology to aid collaboration during inquiry.

Specific Outcomes

- 3.1 access, retrieve and share information from electronic sources, such as common files
- 3.2 use networks to brainstorm, plan and share ideas with group members

C.6 - Students will use technology to investigate and/or solve problems.

Specific Outcomes

- 3.4 pose and test solutions to problems by using computer applications, such as computer-assisted design or simulation/modeling software

F.1 - Students will demonstrate an understanding of the nature of technology.

Specific Outcomes

- 3.8 demonstrate an understanding that technology is a process, technique or tool used to alter human activity



Time to Complete

- 2-3 90 minute classes
- This activity may be done individually or in groups
- Use with the Student worksheet
- This activity is internet based and therefore requires computers with an internet connection and access to www.albertatomorrow.ca

Procedure**Introduction:****Introduce the Two Eyed Seeing Model**

Etuaptmumk is the Mi'kmaw word for Two-Eyed Seeing.

We often explain *Etuaptmumk* - Two-Eyed Seeing by saying it refers to learning to see from one eye with the strengths of Indigenous knowledges and ways of knowing, and from the other eye with the strengths of Western knowledges and ways of knowing ... and learning to use both these eyes together, for the benefit of all.

Elder Albert indicates that *Etuaptmumk* - Two-Eyed Seeing is the gift of multiple perspective treasured by many Aboriginal peoples. We believe it is the requisite Guiding Principle for the new consciousness needed to enable Integrative Science work, as well as other integrative or transcultural or transdisciplinary or collaborative work.

-Institute for Integrative Science and Health 2004

Ask: In Western Science, what do we see as important?

Most often money, GDP, jobs

Ask: In Traditional Views of the world, what is seen as important?

Natural areas, water, access to land for traditional activities.

Ask: Who decides what happens to the landscape?

The students should identify government as deciding what can happen on the landscape.

Ask: How is your quality of life affected by political decisions? Answers will vary.

Governments must consider environmental, social and economic issues when making land use decisions. This can be challenging since different people have different goals for Alberta. The decisions governments make affect Albertan's quality of life by influencing the health of Alberta's environment, economy and communities.

Ask: Do all Albertans have the same Rights and Freedoms?**Part A: Registration and Indigenous Map Overlays.**

Have the student create an account at www.albertatomorrow.ca.

Students will investigate the Indigenous Map overlays and determine whose traditional land their home lies on, what languages they spoke, what treaty area it is within, what reserves and settlements are near by, and where the residential schools are.

Part B: Indigenous Voices Indicators

Students will use the Southern Stoney Traditional Territory to look at Indigenous Indicator

Part C: Western Science

Students will complete historic scenarios for Social/Economic Indicators

Part D: Rights

Continue the Discussion on Rights of Individuals. Do all Individuals have the same rights? Are Treaty rights being honored?

Extension:

- Students can use the same study area and compare Business as Usual Scenarios (2020-2050 projections) to see what may happen to both the Indigenous Indicators and Socio/Economic Indicators in the past.
- Students can create their own land use plan for the future (2020-2050) and see what would be required to create the future they want or think should happen.
- Brainstorm questions for Elders and Knowledge Keepers and invite them into the classroom.

