

Aboriginal Studies 30



Urbanization and its Effects – Leah Dorion

<http://interactive-learning-objects.onlea.org/mapping/#/painting/painting-4>

Theme 1

Aboriginal Rights & Self-Government

Resources Required:

- Aboriginal Studies 30 Textbook: *Contemporary Issues*
- Google Classroom

Tansi (A Cree word for hello)

It is important to take a moment to recognize Elk Island Public School Division respectfully acknowledges we are located on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Metis, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.

Miigwetch (An Ojibway word for giving thanks)

Acknowledgment and Thanks

This document has been modified from an original created by C. Shepherd of Bev Facey High School. Many thanks to Mrs. Shepherd for generously sharing her resources, expertise, knowledge, and kindness. Maarsii! (Michif for “thank you”)

Student Work

Aboriginal Studies 30 is a four module course, organized thematically. The course explores Aboriginal rights and self government, Aboriginal land claims, Aboriginal peoples in Canadian society, and Aboriginal world issues. This course explores important issues which have shaped past and present relationships between Indigenous peoples and settler societies. Specifically, Aboriginal Studies 30 focuses on contemporary issues facing Aboriginal Peoples in Canadian society.

Note: *The terms Indian, First Nations, Aboriginals, Native American, Indigenous Peoples, Métis and Inuit are used in reference to the country being discussed, the time period being discussed, and the document being reviewed. At no time is the term being used meant to be insensitive in any way to modern correct terminology. Within this course you will be reading from a plethora of historical documents, which can be emotional. We need to remember how far we have come and how far we still have to go to repair Indigenous/settler relationships. At all times, modern terminology will be the first choice as a descriptor, but if you feel an incorrect term has been used, please contact me to discuss the issue.*

Aboriginal Studies 30

Before Europeans arrived at Turtle Island (North America), Indigenous Peoples were already living in vibrant resilient communities that had well established trade routes, customs, cultures, and intricate political structures. An entire course could be dedicated to the various Indigenous worldviews existing on Turtle Island pre contact; to attempt to describe any of the diversity and complexity and richness of these worldviews would be beyond the scope of this course. Instead, we will remind ourselves of the value and necessity of Indigenous storytelling in transmitting essential cultural knowledge required to build healthy, strong communities.

Generally speaking, the Indigenous peoples of Turtle Island share a holistic worldview that values the interconnectedness of all life on Earth. Pre contact communities understood collaboration and accountability was necessary for a community to thrive. Finally, the land is thought to be borrowed from future generations which implies an inherent stewardship. Let us take a look at how this connects to Indigenous storytelling.

Step one on our journey requires us to look back at some very important terms from Aboriginal Studies and new definitions required for Aboriginal 30. ***Using your textbook glossary, review the definitions of the following terms:***



Using the glossary (begins page 236), write down the meanings of the following terms (1 mark each).

It is not necessary to write the entire definition. Summarize and ensure you are reflecting the context and perspective of your textbook.

Please use the internet for definitions only if the term is NOT located in your glossary.

WORD	DEFINITION
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Aboriginal Studies 30

Aboriginal Rights	
Aboriginal Title	
Collective Rights	
Indigenous Peoples	
Individual Rights	
Inherent Rights	
Nation	
Numbered Treaties	
Land Claim	
Self-Determination	

Self-Government	
Sovereignty	

/12

Read the excerpt below taken from the University of Alberta's *Indigenous Canada: Looking Forward/Looking Back, Worldview*

Read the following document, and make note of the tradition, and importance of oral traditions.

[The Oral Tradition: Walking Together](#)



Watch this short video (click the link or scan qr code) on the importance of storytelling, and oral tradition. It will help you with Assignment 1.1. Note: This video focuses mainly on people's experiences on the East side of Canada, in British Columbia.

[Sharing the stories of our ancestors](#)



Assignment 1.1 Oral Tradition

/16

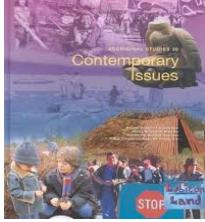
Storytelling is part of Aboriginal oral tradition. Based on what you have read, define oral tradition, explain its importance, and its purpose.

Respond in paragraph form (2-3 paragraphs) using the response criteria (on your google classroom, under ‘Important Course Information’).

Type or write your response below

INHERENT RIGHTS

Aboriginal Studies 30

	Read pages 2-33 of your Contemporary Issues Textbook and answer the questions below.
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Dene Declaration (page 2 and 3)

1. Colonization—often with force—have led to ancient civilizations and ways of life being _____

/1



2. Unlike the rest of Canada, the Dene and the Inuit are a _____ of the population of the N.W.T.

/1

3. What are the Dene struggling for? /3

4. What does it mean when the Dene call for a “just land settlement?” /2

Nations, Peoples, and Inherent Rights (page 4-11)

5. In both Haudenosaunee and English, the concept of “nation” means? /2

6. What are some other ways of describing a nation? /3

Indigenous Peoples

7. What are two differences between immigrants and Aboriginal peoples? /2

8. What is the difference between a “person” and “people”? /2



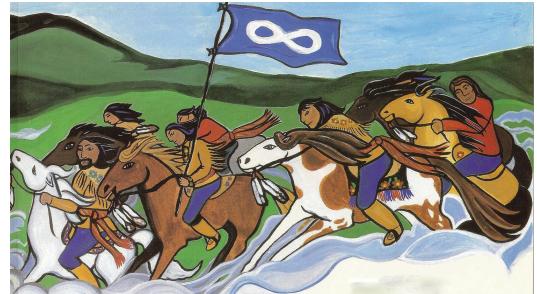
Human and Aboriginal Rights

9. What are human rights? /2

10. Why and how do Aboriginal rights belong to a group of people? /3

11. What do many people consider the birth of Métis nationalism? /1

- a) WWI
- b) Métis land settlements
- c) Battle of Seven Oaks
- d) Six Nations Confederacy



12. What is a land claim? /1

Collective and Individual Rights

13. What is the difference between individual and collective rights? /3

14. Explain one example of how individual rights are seen as collective rights by Aboriginal Peoples? /2

Inherent Rights

Aboriginal Studies 30

15. Self-determination is ultimately the right of a nation to determine... /1

Independence and Interdependence (page 12-18)

16. What does the term holistic mean and how does it relate to First Nation Worldviews? /3

17. Why does a group have to be interdependent? /1

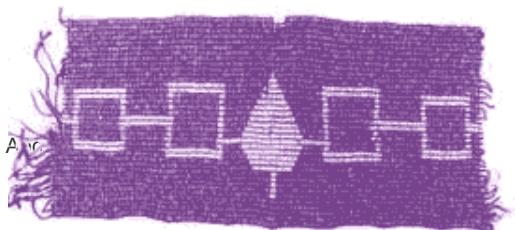
18. What do most First Nations typically think about interacting with another group in another territory? /3

Early Treaties

19. How and why did traditional early First Nations' treaties work? /2

20. What is the Great Law of Peace, and how does it reflect Indigenous worldviews? /4

Theme 1: A



21. What does the two row Wampum treaty recognize? /3

22. What is the Agreement of 1844? /2

23. Instead of compensation, how did Cuthbert Grant's peace agreement work? /2

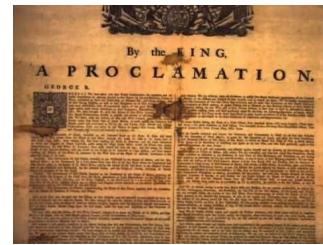
Colonization (page 19-23)

24. What was the common European worldview in the sixteenth century? /2

25. What are the two types of colonization described in the textbook? /2

Royal Proclamation

26. Why is the Royal Proclamation still significant today? /4



27. Why is the British North America Act still significant today? /2

Numbered Treaties (page 24-33)

28. Why did the government negotiate numbered treaties? /1

Shifting Priorities

29. What was the difference between First Nations views of treaty agreements and European views? /2

30. What did First Nations want in exchange for allowing settlers on their land? /1

Different Languages

31. What were some of the problems with the treaty interpreters? /1

Negotiations Begin

32. What was one verbal promise of treaty one that was not included in the written Document? /2

Treaties Six, Seven, and Eight

33. What were two concessions won in treaty six? /2
34. Did the treaties include all groups living in one area when they were originally written? Why or why not? /2

TRADITIONAL GOVERNANCE AND COLONIZATION



Read pages 36-73 of your Contemporary Issues Textbook and answer the questions below.

Symbolism of the Pipe (page 36-37)

35. What do the sweetgrass, the stone and the fire of the pipe symbolize? /2



36. The responsibility of today is: /1

Traditional Governance (page 38-49)

Aboriginal Studies 30

37. For each geographical area, summarize the environmental challenges and the different resources that shape their lives and culture. /10

	Challenges	Resources
Pacific Northwest		
Plateau		
Plains		
Eastern Woodlands		
Subarctic		

Arctic		

Traditional Territories

38. What are two traditional Alberta meeting places? /2



39. What were some uses of controlled burns? /3

Cree Burn Lake, Alberta

- Trade was important relations among various First Nations people.
- Cree Burn Lake, in northeastern Alberta was a gathering place for the Plains Cree and Dene. They met for trade, social gathering, and spiritual ceremonies in the summer. Also, because of the tar sands which they used to repair their canoes.
- It is still used as a place for gathering by First Nations people today.



Land and Governance

40. The Blackfoot call their land _____, which means _____. /2

Traditional Government

Aboriginal Studies 30

41. Governance always responded to whose needs? /2

42. How were people reminded of the Creator's laws? /2

Land Governance and the Sundance

43. Describe how The Societies worked as law libraries? /3

Métis Governance

44. What were the Laws of St. Albert? /2

Aboriginal Leadership Then and Now

Aboriginal Studies 30

45. How does a person become an informal leader? /1

46. What often makes Aboriginal leaders distinct from non-Aboriginal leaders? /1

Role of Elders in the School

47. How do students benefit when Elders share? /1

Self-Government and the Growth of Canada (page 50-57)

48. Why are Métis and Inuit peoples' relationships with the federal government different than those of other First Nations? /1



Western First Nations in Early Canada

49. For First Nations, what did a guarantee of hunting rights by treaty also mean?

/2

50. First Nations believed they were maintaining their right to _____ themselves while Europeans believed the opposite? /1

Inuit People in Early Canada

51. Why was the Federal Government not eager to negotiate treaties with the Inuit of the arctic? /2



Métis People in Early Canada

52. Describe the system the government used to sort Métis people in Canada's early days. /2

53. Who was the famous Red River Métis leader? /1

54. What are some reasons the SCRIP program was a disaster?
/2

55. What did the 1991 Royal Commission on the Aboriginal People report about the Métis? /3
56. Was life along the Road Allowances always bad? Why or why not? /2

The Indian Act and First Nations Rights (page 58-65)

57. What is Assimilation? What government legislation had as its goal assimilation of First Nations? /3
58. Under the Indian Act, how was it determined who was Indian and who was not? /2

The Indian Agent

59. What sort of authority did the Indian Agent exercise over the bands they

oversaw? /3

First Nations Government Under the Indian Act

60. Why did Band Councils have no real authority? /2

61. Why did few bands adopt the European style government systems? /2

62. What is one example of how bands resisted the Indian Act? /1

63. How did the Federal Government force bands to comply with the Indian Act? /1

Revisions to the Indian Act

64. List and explain 3 of the changes made to the Indian Act 1951. /6

Band Councils since 1969(page 66-73)

65. For the following three dates list an important event in the changes of First Nations/Federal Government interaction? /3

1969: _____

1973: _____

1988: _____

Devolution

66. What is “devolution”? /1

Band Councils Today

67. Is it possible to still use traditional First Nations procedures for selecting band leaders? Explain /2

Tribal Councils

68. What are three roles of a Tribal Council? /3

ABORIGINAL RIGHTS AND SELF-GOVERNMENT



Read pages 76-105 of your Contemporary Issues Textbook and answer the questions below.

Principles of Land Use (page 76-77)

69. What do you think is the most important aspect of the lifestyle of bush described in the opening story by James Carpenter? /3



The Era of Rights and Freedoms (page 78-85)



70. Do you think Aboriginal People in Canada supported the new constitution in

1982? Why or why not? /3

Aboriginal Concerns Grow

71. What is a concern some Aboriginal Leaders had over the Charter of Rights and Freedoms? /2

The Constitution Act

72. What did the Constitution Act mean for Métis? /2



Meech Lake Accord

73. _____ was a _____ MLA who decided it was better to kill the accord than to betray his principles by ignoring the concerns of Aboriginal Peoples across the country. /2



Charlottetown Accord

74. What did the Charlottetown Accord say about Aboriginal self-

government? /2

National Organizations

75. What are the five main national Aboriginal political organizations?
/5



Aboriginal Rights and Canadian Law (page 86-97)

76. Define Aboriginal title? /2



Numbered Treaties

77. Why was it impossible for First Nations to give the land to the Europeans? /1

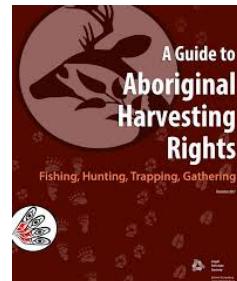
Indian Act

78. What is the problem with bands not being able to sell or mortgage land? /1

Natural Resources Transfer Agreements

79. True or False: First Nations people can hunt, fish and trap year-round outside of their province. /1

- a) True
- b) False



Section 35

80. For an Aboriginal group to sell or use the resources of the land in a modern way what must the practice be part of? /2

Assignment 1.2 Rebuilding Self-Government

Choose one of the 4 advantages of the self-government promises on page 98 and discuss reasons why you think this might be a good thing for a First Nation. Feel free to do additional research.

Respond in paragraph form using the response criteria.

Type or write your response below

Royal Commission on Aboriginal Peoples

81. What makes a one size fits all self-government impossible for Canada's Aboriginal Peoples? /1

82. What did the government response to the Commission pledge to do for First Nations? /1

Provincial Government Perspectives

83. Who are the three partners in self-government negotiations? /3

Models of Self-Government

84. What are some benefits of enshrining self-government in the constitution? /2

85. What is a current example of an Aboriginal public government in Canada? /1

86. Which bill created the first Aboriginal municipal style government in Canada? /1

87. Urban living First Nations individuals without a land base might benefit best from which type of government? /1

Mamihcimowewin !!!

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Aboriginal Studies 30

(*Congratulations in Cree*)

You have completed the first theme for this course! Please hand in this module, meet with your teacher, and begin working on Module 2.

Aboriginal Studies 30

Theme One

Student Completion Checklist

Assignment	Raw Score	Percentage Value	Points
1.0 Definitions and Short Answer Guiding Questions	/190	60%	
1.1 Oral Tradition (Critical Response)	/16	20%	
1.2 Rebuilding Self-Government (Critical Response)	/16	20%	
Final Grade			/100

Comments: