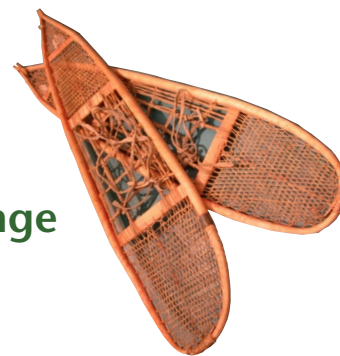


Teacher's Corner: Nothing is as Certain as Change



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Snowshoes from the collection of the Tr'ondëk Hwëch'in

Introduction

Organization of lessons

The lesson plans included in the Teacher's Corner section of the *Nothing is as Certain as Change* virtual exhibit are designed to encourage teachers and students throughout Canada to explore the Yukon's people and their history. Historical and contemporary photographs from the Yukon Archives, member institutions of the Yukon Council of Archives and other organisations and individuals, along with substantive text, are used as the main resources for student inquiry.

There are five lesson plans, designed for either Grade 4/5 students or for Grade 10/11/12 students. Each lesson includes a warm-up activity, main lesson activity and a wrap-up. Extension activities and assessment ideas are also included. Teachers should feel welcome to change or adapt any of the lesson activities and/or assessment ideas to suit the interests and learning styles of their students.

Correlation to the BC/Yukon curriculum and the rest of Canada

The Yukon and British Columbia follow the same curriculum. Each lesson is correlated to match the Prescribed Learning Outcomes (PLOs) outlined in the British Columbia Integrated Resource Packages (IRPs). The IRPs for all courses mentioned in the lessons can be found in full text by going to: <http://www.bced.gov.bc.ca/irp/irp.htm>.

Much of the curriculum across the country is similar. All teachers, from every territory and province, are encouraged to use these lessons.

Primary and Secondary Resources

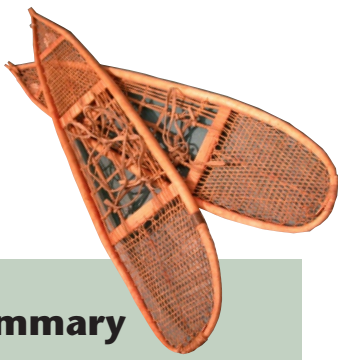
Teachers may wish to begin this exploration into the Yukon's past by first discussing with students the significance of primary and secondary resources. Highlighting the power of original historical photographs will assist in raising students' interest.

Key Words

Each lesson also lists Key Words from the virtual exhibit that may be unfamiliar to some students. Key Words are listed, with their definitions, in the glossary on the web site. Teachers may wish to assist students with additional words if necessary.

Blackline Masters

Four of the lesson plans also include blackline masters (BLMs) to help teachers deliver lessons. All BLMs can be easily downloaded and reproduced for individual student use and/or used as overhead demonstration sheets for the class.



Summary

After a brainstorming session about their prior knowledge of Yukon First Nations, have students use photos and text from the **People of the North** section to design and present mock TV news interviews.

Materials required

BLM 1.1 Brainstorming prior knowledge

BLM 1.2 Organizing main ideas for an interview

BLM 1.3 Assessing mock interviews

Chart paper and markers

Duration: 120-150 minutes

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Lesson Topic 1

An Interview with the People of the North

Recommended grade and subject:

Grade 4, Social Studies 4

Educational objectives:

1. to examine primary sources (photos) in order to gain a better understanding of what life was like for early Yukon First Nations people
2. to develop an appreciation of the joys, challenges and struggles encountered by early Yukon First Nations people
3. to bring historical Yukon First Nations people alive through mock interviews

Curriculum learning outcomes: Social Studies 4

Applications of Social Studies

- locate and record information from a variety of sources
- organize information into a presentation with main ideas and supporting details

Society and Culture

- describe how people's basic needs are met in a variety of cultures
- demonstrate awareness and appreciation of various aboriginal cultures in Canada

Economy and Technology

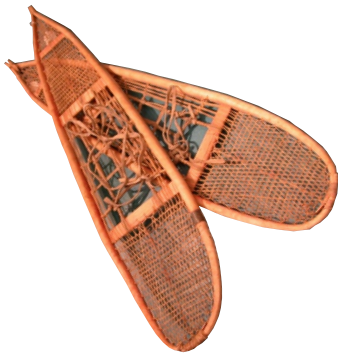
- describe traditional technologies used by aboriginal people in Canada

Environment

- demonstrate understanding of aboriginal peoples' relationship with the land and natural resources
- analyse how people interact with their environment, in the past and in the present

KEY WORDS

archaeologists, artifacts, sinew, preliterate cultures, linguistic maps, babiche, awls, First Nations



BLM 1.1 Brainstorming prior knowledge

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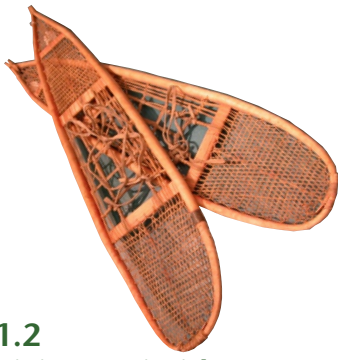
Warm-up exercises

Brainstorming Prior Knowledge

1. Introduce the idea of concept maps to the class (see **BLM 1.1**) Brainstorm what students already know about Yukon First Nations using one or two of the boxes (teachers could use an overhead or an enlarged version on the blackboard). Use a sub-theme or topic/title for each box (e.g. languages, role of elders).
2. Divide the class into small groups. Have them complete their own concept charts on BLM 1.1. Each group should be prepared to share its concept maps with the class.
3. As a class, after reflecting on each group's concept map, brainstorm a list of questions or topics that they "don't know much about/would like to learn more about." Record questions/topics for later reflection.

Activity

1. Explain to students that they are going to work in groups of two or three preparing a mock TV news interview. One student will be assigned the role of the interviewer and the other one or two students will be the interviewee (a Yukon First Nations person from the past). Spend some time with students reviewing sample tapes of TV interviews (this might include news interviews, interviews with musicians, etc.). Be sure to point out to students how most interviews begin, the types of questions the interviewer asks and how most interviews wrap up.
2. Have them work as a group to prepare both the questions and responses for the interview. The title of the interview is "Getting to the Know the People of the North."
3. Students must first review the photos and text from the "People of the North" section on the web site, and then organize their interview into a logical series of interview questions and answers. Students should be given ample time to review this section and take some point-form notes. You may wish to read the text and review the photos from some of the subsections with the class as a whole. Demonstrate and teach how to obtain information from photos as well as how to record point-form notes. After the students have completed



BLM 1.2 **Organizing main ideas** **for an interview**

BLM 1.3 **Assessing mock** **interviews**

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their review of the material and taken notes, they should be encouraged to use these notes and **BLM 1.2** to assist them in organizing the main ideas for their interview.

4. Groups should have approximately ten interview questions and be prepared to present their interviews to the class. They should also have time to rehearse their interviews. You may wish to demonstrate and provide assistance in developing the questions and rehearsing the interview.

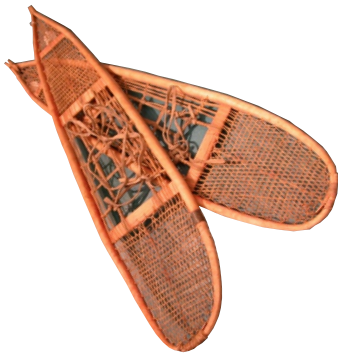
5. Spend some time reviewing how students will be assessed on this activity. This would include reviewing **BLM 1.3**, which would be used by you, the students and their peers as a form of assessment. It is important that students know that rehearsing their interview, and having a beginning, middle and end to their interview will be part of how they are assessed.

6. You may wish to videotape students' interviews to show the class later and/or to share with another class.

Wrap-up

1. The class should complete a second concept map summarizing the key points learned; "People of the North" should be at the centre. Students should note how this concept map compares and contrasts with the one created in the warm-up activity.

2. Review the list of questions/topics recorded during the warm-up exercises under the heading "don't know much about/would like to learn more about." If there are questions or topics not yet discussed, they could be assigned as extension research topics and/or presented as a follow-up lesson.



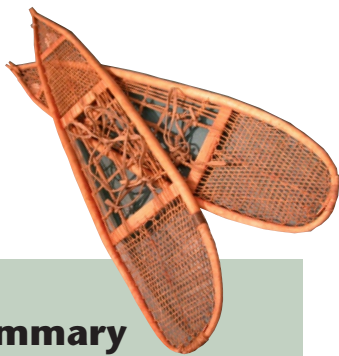
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Extensions

1. Ask students to choose one of the questions still unanswered from warm-up exercise 3 (or come up with any question they would still like to know more about) and research it. Each student can make a brief presentation to the class about what he or she learned.
2. Ask students to write a fictional story that may have been passed on from one generation to the next explaining some element of Yukon First Nations peoples' lives (e.g. how they used bone, animal organs).
3. Design a "how-to" brochure on preparing hides for making clothing, containers or shelters. Include in details all the steps involved in this labour-intensive process.

Assessment ideas

1. Use BLM 1.3 to assess students' mock interviews. (Note: BLM 1.3 can be used by you, the students and their peers as a form of assessment).
2. Students could also assess both their own and their group members' work during the interview preparation stage. They should reflect on the following questions:
 - Did everyone contribute equally to the final interview presentation?
 - Were interview questions clearly presented and clearly answered?
 - Did the group include a minimum of ten questions?
3. You may also wish to include a final written test with short-answer questions that focus on the key concepts of this theme.



Summary

First ask students to reflect on a number of statements about the fur trade and then question them as to whether they agree or disagree. A group discussion on their responses will follow. After they review the photos and text from this section, assign various roles to students and ask them to compose letters about life as one of the people portrayed.

Materials required

BLM 2.1 The Fur Trade — Do You Agree?

Duration: 60-75 minutes

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Lesson Topic 2

The Fur Trade

Recommended grade and subject:

Grade 4, Social Studies 4, Language Arts 4

Educational objectives:

- to demonstrate an understanding of the significance of trade for Yukon First Nations people
- to develop an appreciation for the importance of trading posts
- to examine and describe the lifestyle of early traders

Curriculum learning outcomes

Social Studies 4

Applications of Social Studies

- locate and record information from a variety of sources
- organize information into a presentation with a main idea and supporting details

Society and Culture

- describe how people's basic needs are met in a variety of cultures

Economy and Technology

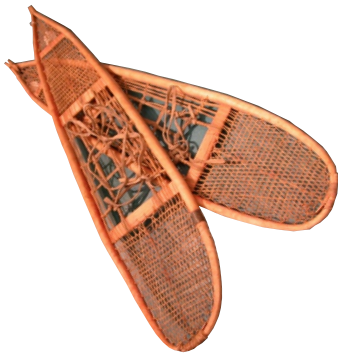
- demonstrate an understanding of the factors that influenced the early European exploration of North America
- identify economic and technological exchanges between outsiders and aboriginal people

Environment

- demonstrate understanding of aboriginal people's relationship with the land and natural resources
- analyse how people interact with their environment, in the past and in the present

KEY WORDS

eulachon oil, tunic, intermarriage, alliances



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Language Arts 4

Communicate ideas and information (knowledge of language)

- use grammatically correct language when writing and speaking, including consistent verb tenses and correct pronoun references
- apply conventions of capitalization that apply to written dialogue
- write legibly, using personal styles or cursive script that is consistent in alignment, shape, slant and spacing
- use conventional spelling of frequently used words

Communicate ideas and information (improving communication)

- respond formally and informally to the communications of their peers

Communicate ideas and information (presenting and valuing)

- demonstrate pride and satisfaction in using language
- create and present a range of communication devices, including written and oral poems, stories, explanations, informal oral reports and dramas, personal letters, and illustrated charts or posters

Self and society (working together)

- assume a variety of assigned roles when communicating in groups

Warm-up activity

Anticipation Guide

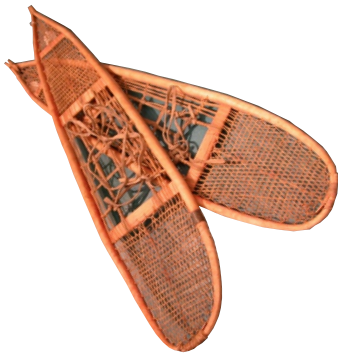
BLM 2.1 The Fur Trade — Do You Agree?

1. Using **BLM 2.1**, ask students to read each statement and indicate whether they agree or disagree. Do this before they look at the photos and text in “The Fur Trade” section.
2. As a class, discuss each statement. Have students share whether or not they agreed with the statement and why.

Activity

Letter Exchange

1. Explain to the class that each student is going to assume the role of one of the people described in this section and



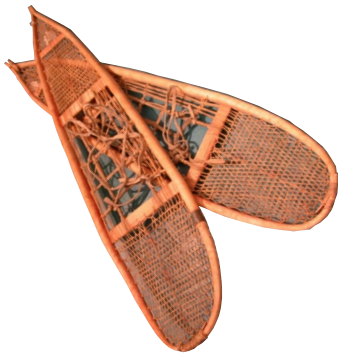
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write a letter describing what his or her life was like. Take some time to review the photos, text and the suggested list of characters with the class. You may want to have students record a few points about each of the characters as they review the text; this could be done as a class or in small groups.

2. Divide the class into pairs. Use the following list of characters (or create your own) to assign a role to each student. Each student begins by writing a letter describing what his or her recent week has been like (they should use what information they can find from the text and photos, but should also feel free to use their imaginations). The letter might include where he or she is living, what he or she is doing, any concerns or challenges he or she is facing, an event he or she might be looking forward to, etc.
3. Ask the class to come up with three main criteria to be used to assess the letters. If students have not done this before they may need some assistance. These criteria would then be used for assessment.
4. After both partners have completed their letters, they exchange them with each other. Each partner reads the letter and then writes a brief response letter. You may wish to limit letters to less than one page.
5. Each pair will then share their original letters (not the response letter) with the rest of the class.
6. Ask the class to write down the name of the character and one main point about that person's life as each student reads his or her letter. Teachers may want to demonstrate how to find a main point as the first few letters are read to the class. These could be handed in for assessment purposes and/or students as a class could share what main points they recorded for each character.

Suggested list of characters for letter exchange:

- Athapaskan person from the interior and Tlingit person from the Alaskan coast
- Tlingit person and European trader
- Tlingit mask carver and Chilkat Chief Kohklux



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- Russian trader and British trader
- Alexander Hunter Murray and Gwich'in trader
- Independent American trader and miner/pro prospector
- Gwich'in dancer and female trapper

Wrap-up

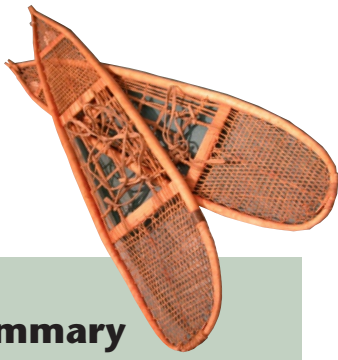
1. Ask students to reflect on their responses to “The Fur Trade — Do You Agree” completed during the warm-up exercise. Discuss with the class any changes they would now make and why.
2. Ask them to reflect on the list of characters and the main points about their lives that they recorded. Have each student choose one person that they would like to be and write a paragraph explaining why.

Extensions

1. Ask students to design a map of early posts that includes labels and brief descriptions, sketches and perhaps fictional quotations from people living there.
2. Ask students to choose one of the trading posts (Fort Selkirk, Fort Yukon, Fort Reliance, Forty Mile) and design a sketch/floor plan of what they think it was like. Students may wish to conduct further research into the trading post before designing their sketch.
3. Have students make a list of all the new technologies used in trapping and compare it with a list of the ancestral knowledge still used for trapping. Interviewing a First Nations trapper and/or an elder might help students complete their lists.

Assessment ideas

1. Letters could be submitted for assessment.
2. Both the list of main points for each character and the paragraph describing why they would like to be a certain person could be handed in for assessment.
3. Remind students of the three criteria they decided were important in assessing their letters. Use these three criteria (plus one of your own) to grade the letters.



Summary

Have students begin by doing an exercise called “Find Someone Who...” This will help to develop interest in the topic and establish students’ prior knowledge. Then have students work in pairs to create a storyboard of photos/sketches and key events that took place during the Klondike Gold Rush. The focus will be on First Nations people during the gold rush and the impact it had on them.

Materials required

BLM 3.1: Find Someone Who...

BLM 3.2: A Storyboard Outline

BLM 3.3: Find Someone Who...Wrap-Up

Duration: 120-150 minutes

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Lesson Topic 3

The Klondike Gold Rush: Creating Your Own Storyboard

Recommended grade and subject:

**Grade 10, Social Studies 10; Grade 11, Social Studies 11;
Grade 12, BC/Yukon First Nations 12**

Educational objectives:

1. to examine the impact of the Klondike Gold Rush on Yukon First Nations people
2. to identify the lives and behaviours of Yukon First Nations people during the Klondike Gold Rush
3. to identify and sequence the main events leading up to and during the Klondike Gold Rush

Curriculum learning outcomes

Social Studies 10

Applications of Social Studies

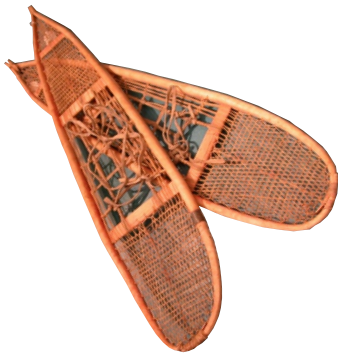
- plan and conduct library and community research using primary and secondary print and non-print sources, including electronic sources
- assess and defend a variety of positions on controversial issues

Society and Culture: Canada from 1815 to 1914

- assess the interaction between aboriginal people and Europeans
- demonstrate awareness and appreciation of various aboriginal cultures in Canada
- describe contributions made by aboriginal people, the French and the British to the development of Canada

KEY WORDS

big strike/great strike, ca./circa, lavishly, Golden Staircase



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Social Studies 11

Skills and Processes I

- communicate effectively in written and spoken language or other forms of expression, as appropriate to the social sciences
- demonstrate the ability to think critically, including the ability to define an issue or problem and develop hypotheses and supporting arguments
- gather relevant information from appropriate sources

Skills and Processes II

- demonstrate appropriate research skills, including the ability to develop pertinent questions about a topic, an issue, or a situation; collect original data; use a range of research tools and resources; and compile and document task-specific information from a wide variety of print and electronic sources
- recognize connections between events and their causes, consequences, and implications

Cultural Issues

- describe the role of Canada's First Nations peoples in shaping Canadian identity

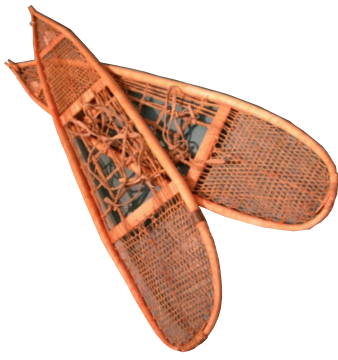
BC/Yukon First Nations 12

Skills and Processes

- demonstrate the ability to think critically, including the ability to define an issue or problem; gather relevant information from appropriate sources; recognize cause-and-effect relationships and the implications of events
- demonstrate appropriate research and oral and written presentation skills — including the ability to access and interpret material from a wide variety of primary and secondary sources, including print sources, electronic sources, and First Nations oral traditions — and present it in oral and written form

Contact, Colonialism and Resistance II

- assess the impact of changing post-contact economies of First Nations societies



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- describe the varied and evolving responses of First Nations peoples to contact and colonialism
- analyse land issues with reference to key events in First Nations resistance to land encroachment, locally, provincially/territorially and nationally

Warm-up activity

Find Someone Who...

1. Tell the class that they are going to be examining the role of Yukon First Nations people during the Klondike Gold Rush.
2. In order to explore what the class already knows on this topic, distribute **BLM 3.1** and ask students to move around the room, looking for classmates who know something about each of the topics in the squares. Encourage students to take a few moments to find out what exactly their classmates know and to be sure to record the information and the student's signature in the appropriate box.
3. Have the students regroup as a class when they are done and share responses.

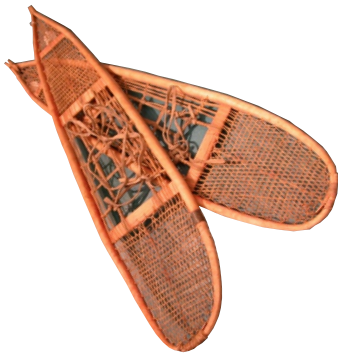
BLM 3.1 **Find Someone Who...**

Activity

Creating a Storyboard

1. Explain to the class that each person is going to work with a partner and create a storyboard about the Klondike Gold Rush. The storyboard will include the following:
 - a. important dates;
 - b. events;
 - c. the role of Yukon First Nations people;
 - d. the impact of the gold rush on Yukon First Nations people; and
 - e. a photo (from the website) or a sketch (drawn by the students)
2. Have them use **BLM 3.2** to guide them in completing their storyboard.
3. You may wish to demonstrate the process of creating a storyboard by having the class complete the first squares of one together. A logical date to start recording about the

BLM 3.2 **A Storyboard Outline**



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Klondike Gold Rush might be August 16, 1896. The event would be the great strike on Rabbit Creek (renamed Bonanza Creek); the people would be Kate Carmack, Skookum Jim and Dawson Charlie; and the impact would be their becoming very rich and famous. Students could either choose the photo(s) of these four individuals or draw their own sketch depicting an event relating to the great strike.

Wrap-up

1. Each pair presents their storyboard to the class.
2. As a final summary of what they have learned, tell students they are going to do a second round of “Find Someone Who...” This time the items will be more specific to what was learned in this lesson. Use **BLM 3.3**

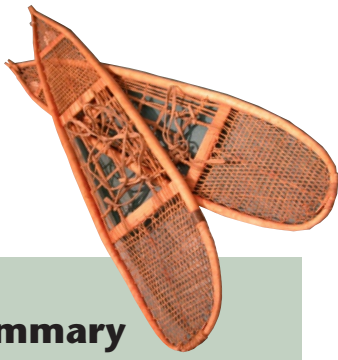
BLM 3.3 **Find Someone Who...** **Wrap-Up**

Extensions

1. Ask students to assume the role of one of the Yukon First Nations people during the Klondike Gold Rush (e.g. a packer, Skookum Jim, a member of the Hän living at the Tr’ochëk fish camp, Chief Isaac) and prepare a one-page journal entry.

Assessment ideas

1. Students could be assessed on both their presentations of the storyboards and on the storyboard itself (i.e. you may wish to assign a certain number of points per square on the storyboard as well as a mark out of ten for the actual presentation).
2. You may also want to mark the one-page journal entry and/or ask students to share their entries with the class for participation marks.



Summary

Have students begin in small groups, sharing what they already know about the effect of the Church and the Canadian government on the lives of Yukon First Nations people. A panel discussion will then follow, with students taking on the roles of various people (church members, government officials, chiefs, etc.) and discussing the impacts of both the Church and the government on Yukon First Nations people.

Materials required

Flip chart paper and markers

Sufficient classroom space, chairs and desks to set up a panel of speakers

Duration: 90-120 minutes

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Lesson Topic 4

Church and State: Examining the Impact on Yukon First Nations

Recommended grade and subject:

Grade 11, Social Studies 11;

Grade 12, BC/Yukon First Nations 12

Educational objectives:

1. to develop an understanding of the varied perspectives and points of view involved in sensitive and/or controversial issues
2. to develop skills in summarizing and identifying key points
3. to compare the roles of the church and government in shaping Yukon First Nations lives
4. to demonstrate empathy by examining situations and experiences through another person's eyes

Curriculum learning outcomes: Social Studies 11

Skills and Processes I

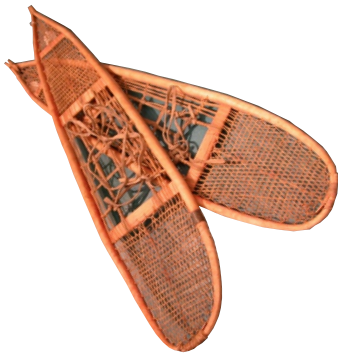
- communicate effectively in written and spoken language or other forms of expression, as appropriate to the social sciences
- demonstrate the ability to think critically, including the ability to define an issue or problem and develop hypotheses and supporting arguments
- gather relevant information from appropriate sources
- develop and express appropriate responses to issues or problems
- develop, express and defend a position on an issue, and explain how to put the ideas into action

KEY WORDS

civil servant,
potlatch, catechist,
lay worker,
stipend, steward,
sovereignty, mining
royalties

Skills and Processes II

- demonstrate skills associated with active citizenship, including the ability to collaborate and consult



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with others; respect and promote respect for the contributions of other team members; and interact confidently

- demonstrate appropriate research skills, including the ability to develop pertinent questions about a topic, an issue, or a situation; collect original data; and understand the nature of and appropriate uses for primary and secondary sources
- recognize connections between events and their causes, consequences, and implications

Social Issues I

- identify major Canadian social policies and programs and their impact on Canadian society

Social Issues II

- compare and contrast forces that have united and divided Canadians during the 20th century
- identify and assess social issues facing Canadians

Cultural Issues

- describe the ways in which Canada's First Nations peoples have shaped Canadian identity
- identify and assess cultural issues facing Canadians

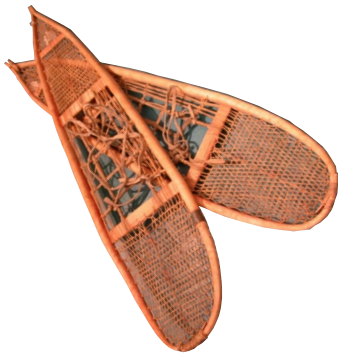
Political Issues I

- demonstrate an understanding of the history and present status of aboriginal land claims and self-government in Canada

BC/Yukon First Nations 12

Skills and Processes

- demonstrate the ability to think critically, including the ability to define an issue or problem; gather relevant information from appropriate sources; recognize cause-and-effect relationships and the implications of events
- demonstrate skills associated with active citizenship, including the ability to collaborate and consult with others; respect and promote respect for the contributions of other team members; and interact confidently



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- design, implement, and assess detailed courses of action to address First Nations issues
- demonstrate appropriate research and oral and written presentations skills, including the ability to obtain and interpret material from a wide variety of primary and secondary sources, and present it in oral and written form

Land and Relationships II

- describe the impact of contact between First Nations and Europeans
- assess the impact of contact and colonialism on social organizations, spiritual beliefs, and governance among BC/Yukon First Nations

Contact, Colonialism, and Resistance II

- assess the impact of European contact and colonialism on First Nations education, with reference to missionaries
- describe the varied and evolving responses of First Nations peoples to Contact and colonialism
- analyse the division of powers in Canada and its historical and present-day impact on issues related to First Nations

Leadership and Self-Determination I

- describe the roles, responsibilities and achievements of current aboriginal groups and leaders at the local, provincial/territorial and national levels

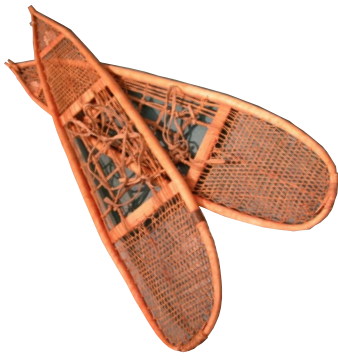
Warm-up activity

Sharing Prior Knowledge

1. Organise students into small groups and ask them to divide a **flip chart** paper into three columns with the following headings:

- a. the impact of the Church on Yukon First Nations people
- b. the impact of the Canadian government on Yukon First Nations people
- c. the impact of Yukon First Nations on the Church and the Canadian government

Flip chart paper and markers



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2. Brainstorm with their groups what they already know about these two topics, recording their responses on the flip chart paper
3. Have each group present their findings to the class

Activity

Various Points of View: A Panel Discussion

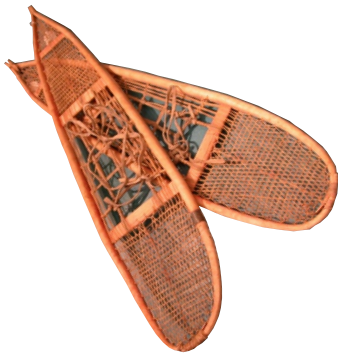
1. Explain to the class that they are going to have a panel discussion on the impact of the Church and the Canadian government on Yukon First Nations people.
2. Divide the class into two groups (or more, depending on class size), one looking at the Church and the other at the Canadian government. Assign roles to students using the following list as a guide (you may have more than one student in the same role depending on your class size). Encourage students to use the information available from the text and photos in this section but to use their imaginations as well.

The Church: Roles

- Panel Host
- Anglican priest
- Early missionary
- William Carpenter Bompas (first Yukon Anglican Bishop)
- RCMP officer stationed at Forty Mile
- John Hawksley (the Yukon's first Indian Agent)
- First Nations lay worker

The Canadian Government: Roles

- Panel Host
- Commissioner George Mackenzie, Chief Jim Boss (Kashxoot) of the Ta'an Kwach'an
- Skookum Jim (Keish)
- Anglican minister
- Inspector Charles Constantine
- NWMP officer
- Chief Isaac of the Tr'ondëk Hwëch'in
- John Hawksley (Yukon's first Indian Agent)



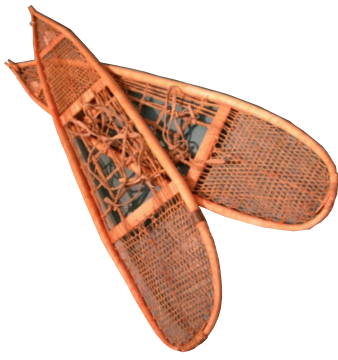
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3. Students, including the Panel Host, should prepare their contributions to the panel discussion by reviewing all the photos and text in this section. Encourage them to search beyond this by examining additional sources and/or interviewing elders familiar with this topic. Students should prepare point-form notes outlining who they will be representing, that person's experiences related to the topic, his or her views, etc. Allow for some writer's licence to make the discussion livelier.
4. Have students present their panel discussions to the class; these should take a minimum of 20-25 minutes each. A suggested outline follows; however, teachers and students are encouraged to modify this outline to suit their interests.

Suggested Panel Discussion Outline

- Introduction: Panel Host introduces the topic and focus of the discussion (e.g. the effects of the Church/Canadian government on Yukon First Nations people). The host will then ask people to introduce themselves and give an opening statement about how they feel about the topic.
- Panel Members' comments: The Panel Host will use two to three focus questions and ask each panel member to respond to them. The Panel Host may wish to design his or her own questions and/or use some from the questions listed below:
 1. Describe one thing the Church/government did and how you personally feel about it. Was it a good thing? Why? Was it a negative thing? Why?
 2. If you could change one of the things from the past that the Church/government introduced to Yukon First Nations people, what would it be and why?
 3. Are changes still possible? What do you think the present Church/government could do to change/improve the lives of Yukon First Nations people?
- Final Comments and Question Period: The Panel Host might then ask panel members for their final summary comments on this topic, and then take questions from the class audience.

NOTE: You may want to review with the class how they will be assessed before students proceed (see *Assessment* below).



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Wrap-up:

As a class, discuss students' reactions to the panel presentations. Questions to survey the class might include:

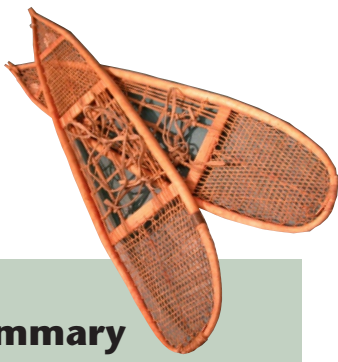
- a) Did your original points of view or opinions about the impact of the Church/Canadian government change after hearing from the various panel members?
- b) What do you think were the greatest injustices experienced by the Yukon First Nations?
- c) What do you think needs to happen to correct some of these injustices?
- d) Did the Church/Canadian government have any positive impact on Yukon First Nations people? Explain.

Extensions

1. Have students assume the role of an audience member who has just been to the panel discussions. Each student will write a letter to the editor, expressing his or her views about the discussion. Letters might include comments about what most affected them personally from what was said, or what they think all Yukon citizens should remember.

Assessment ideas

1. Ask students to submit a one-page point-form summary (to be marked) that outlines the role they played in the panel discussion, the views that person had and any other relevant information about that person.
2. Participation marks might also be assigned for their role in the panel discussion.
3. You may wish to give bonus marks if students from the class audience asked questions of the panel members during the question period.
4. You could also assess the letter to the editor.



Summary

Students prepare questions to research regarding political and cultural renewal for Yukon First Nations people over the past 25 years. Inquiry Charts (I-Charts) are used to record questions and relevant information to address each question. The results from each student are collected and synthesized for further review.

Materials required

BLM 5.1
I-Chart, Rebuilding and Renewal

Additional supplemental material (see *Resources*, page 38).

Duration: 65-90 minutes

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Lesson Topic 5

Rebuilding and Renewal: The Last 25 Years

Recommended grade and subject: Grade 11, Social Studies 11; Grade 12, B.C./Yukon First Nations 12

Educational objectives:

1. to identify specific questions regarding the political and cultural changes experienced by Yukon First Nations in order to clarify the direction of further research
2. to conduct research that involves reviewing material for a specific purpose
3. to synthesize information gathered through research in order to address specific questions related to political and cultural changes experienced by Yukon First Nations during the past 25 years

Curriculum learning outcomes

Social Studies 11

Skills and Processes I

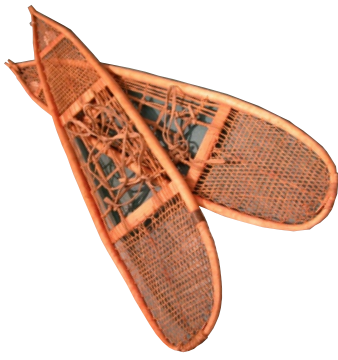
- communicate effectively in written and spoken language or other forms of expression, as appropriate to the social sciences
- demonstrate the ability to think critically, including the ability to define an issue or problem and develop hypotheses and supporting arguments
- gather relevant information from appropriate sources
- develop and express appropriate responses to issues or problems
- reassess responses to issues on the basis of new information
- develop, express, and defend a position on an issue, and explain how to put the ideas into action

KEY WORDS

final agreements,
cultural renewal,
linguists, millennia

Skills and Processes II

- demonstrate skills associated with active citizenship, including the ability to collaborate and consult



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with others; respect and promote respect for the contributions of other team members; and interact confidently

- demonstrate appropriate research skills, including the ability to develop pertinent questions about a topic, an issue, or a situation; collect original data; and understand the nature of and appropriate uses for primary and secondary sources
- recognize connections between events and their causes, consequences, and implications

Social Issues I

- identify major Canadian social policies and programs and their impact on Canadian society

Cultural Issues

- describe the role of Canada's First Nations peoples in shaping Canadian identity
- identify and assess cultural issues facing Canadians

Political Issues I

- demonstrate understanding of the history and present context of aboriginal land claims and self-government in Canada

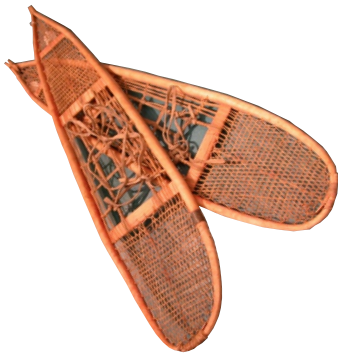
Political Issues II

- explain how political spheres of influence have changed throughout the world during the 20th century

BC/Yukon First Nations 12

Skills and Processes

- demonstrate the ability to think critically, including the ability to define an issue or problem, gather relevant information from appropriate sources, recognize cause-and-effect relationships and the implications of events
- demonstrate skills associated with active citizenship, including the ability to collaborate and consult with others; respect and promote respect for the contributions of other team members; and interact confidently



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- design, implement, and assess detailed courses of action to address First Nations issues
- demonstrate appropriate research and oral and written presentations skills, including the ability to obtain and interpret material from a wide variety of primary and secondary sources, and present it in oral and written form

Land and Relationships II

- analyse the exchange of ideas, practices, and materials between First Nations and other cultures, in historical and contemporary contexts, with reference to governance, language and economics
- assess the impact of contact and colonialism on social organizations, spiritual beliefs, and governance among B.C./Yukon First Nations

Contact, Colonialism, and Resistance II

- describe the varied and evolving responses of First Nations peoples to Contact and colonialism

Leadership and Self-Determination I

- Describe the roles, responsibilities and achievements of current aboriginal groups and leaders, at the local, provincial/territorial, and national levels

Warm-up activity

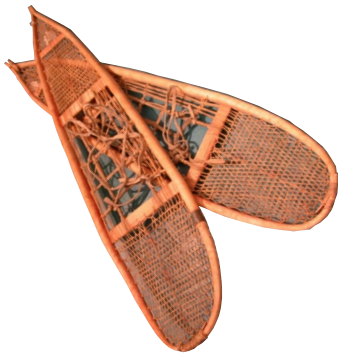
Creating an Inquiry Chart

1. Organise students individually or in small groups and have them brainstorm three or four specific questions regarding the changes that have been made in the last 25 years concerning Yukon First Nations people. You may wish to come up with one or two sample questions with the whole class for demonstration purposes.

2. Have students use **BLM 5.1** to record their questions in the first row of boxes.

3. Students then share their questions with the class. Have them choose three or four key questions, and then record what they think they already know about these questions in the second row of boxes.

BLM 5.1 **I-Chart: Rebuilding and** **Renewal**



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Activity

1. Ask students to review the photos and text from the Rebuilding and Renewal section (and perhaps other sources that you provide; see Supplemental Resources) and record on sticky notes the information they discovered that relates to the questions. Draw an enlarged I-chart on the board and have each group attach their sticky notes to the chart.
2. Any other interesting facts or new questions that arise can also be put on sticky notes and attached to the enlarged chart under the corresponding headings.
3. When students are finished, synthesize as a class what they have uncovered and what additional information might still be required. This might require further research and/or assistance from the teacher, or perhaps a guest speaker.

Wrap-up

1. Ask students to summarize and record the answers to each question on BLM 5.1, based on what has been collected on the sticky notes.
2. Other interesting facts and /or new questions could be discussed as a class during the wrap-up.

Extensions

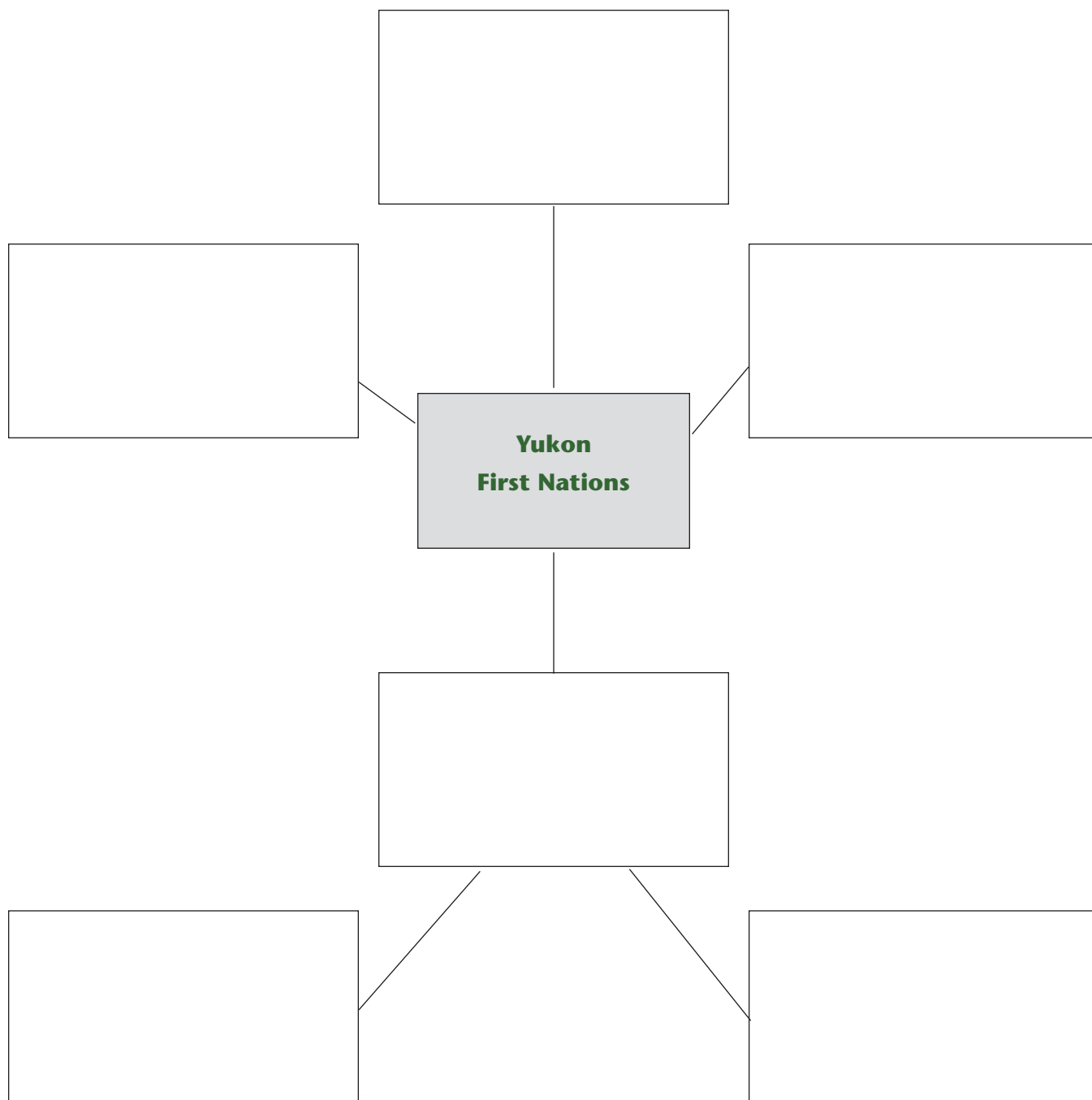
1. Have students choose one of the photos in this section and write a one- or two-paragraph newspaper article about it. They will assume the role of a journalist who was present when the photo was taken.
2. It is 25 years in the future. Have students assume the role of Yukon First Nations elders and write letters to their grandchildren about the changes they have seen that relate to political and cultural renewal.

Assessment ideas

1. Have students hand in their I-Charts for assessment. Criteria could be established beforehand with the class.
2. If extension activities are done both the newspaper article and/or the letters to the grandchildren could also be assessed.

Blackline Master 1.1: Brainstorming Prior Knowledge

Name _____ Date _____



Blackline Master 1.2: Organizing Main Ideas for an Interview

Name _____ Date _____

Organize your interview questions and responses using the following outline. Try for a minimum of ten questions.

Introduction

1. *Question:* Could you please tell the TV audience a little bit about yourself?

Response:

Main Body of the Interview

Depending on who you have chosen to interview, design questions that will bring out the most interesting parts of this person's life (you may wish to focus on details of his or her childhood, family, what he or she did as an adult, his or her views on culture and language, etc.).

2. *Question:*

Response:

3. *Question:*

Response:

4. Question:

Response:

5. Question:

Response:

6. Question:

Response:

7. Question:

Response:

8. Question:

Response:

Final Summary Interview Questions

You may wish to end the TV interview by asking the subject two summary questions about such things as his or her final thoughts on his or her life (highlights and challenges), his or her views on the challenges that Yukon First Nations people will face in the future, etc.

9. Question:

Response:

10. Question:

Response:

BLM 1.3**Nothing is as Certain as Change****Blackline Master 1.3: Assessing Mock Interviews**

Name _____ Date _____

Assessor (circle one): Self Peer Teacher

Criteria	Assessment	Comments
<i>Organization</i>		
Questions were designed in an organized way	0 1 2 3	
Interviewer and interviewee were both prepared and had obviously rehearsed their interview	0 1 2 3	
<i>Class Presentation</i>		
Students spoke clearly to the audience and demonstrated enthusiasm	0 1 2 3	
The interview had an obvious beginning, middle and end	0 1 2 3	
<i>Preparing for the Mock Interview</i>		
Students worked cooperatively and respectfully	0 1 2 3	
Students remained focused as they prepared for the interview	0 1 2 3	

Blackline Master 2.1: The Fur Trade — Do You Agree?

Name _____ Date _____

Circle AGREE or DISAGREE about the following statements:

1. Yukon First Nations did not begin trading (even among themselves) until European traders visited the area.

AGREE

DISAGREE

2. Russian traders built trading posts along the Yukon River.

AGREE

DISAGREE

3. All non-First Nations people had a great relationship with First Nations people.

AGREE

DISAGREE

4. American traders travelled to the Yukon to trade goods.

AGREE

DISAGREE

5. Trapping was never a very important way for people to earn money.

AGREE

DISAGREE

6. Yukon First Nations have always preferred to use dog teams rather than snowmobiles for trapping.

AGREE

DISAGREE

7. Women were not permitted to be involved in trapping and fishing.

AGREE

DISAGREE

8. Mooseskin was used for many things, even building boats.

AGREE

DISAGREE

Blackline Master 3.1: Find Someone Who...

Name _____ Date _____

...has tried panning for gold Comments: Signature:	...knows someone who is still in the gold-mining business Comments: Signature:	...can tell you where the "Golden Staircase" is Comments: Signature:
....has visited the gold mines near Dawson City Comments: Signature:knows where exactly gold was first discovered in the Yukon Comments: Signature:	...can describe one impact of the gold rush on Yukon First Nations people Comments: Signature:
...has hiked the Chilkoot Trail Comments: Signature:	...has travelled down any part of the Yukon River to Dawson City Comments: Signature:	...can name one famous woman who lived during the gold rush Comments: Signature:
...can tell the difference between "fool's gold" and real gold Comments: Signature:	...can name one Yukoner who made it rich discovering gold Comments: Signature:	...can describe the impact of mining on salmon Comments: Signature:
...can explain what placer mining is Comments: Signature:	...knows how much weight Canadian officials made stampedeers carry over the Chilkoot Comments: Signature:	...can name one Yukon First Nations person who became famous during the gold rush Comments: Signature:

Blackline Master 3.2: A Storyboard Outline

Name _____ Date _____

A storyboard describes a story through pictures and point-form notes. Your storyboard will describe the main events that took place during the Klondike Gold Rush. Your teacher may want to work with you to complete the first one.

Picture	Description
	<p>Event: Famous strike</p> <p>Date: August 16, 1896</p> <p>Role of Yukon First Nations people:</p> <p>Impact on Yukon First Nations people:</p>
	<p>Event:</p> <p>Date:</p> <p>Role of Yukon First Nations people:</p> <p>Impact on Yukon First Nations people:</p>

BLM 3.2

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Picture	Description
	<p>Event:</p> <p>Date:</p> <p>Role of Yukon First Nations people:</p> <p>Impact on Yukon First Nations people:</p>
	<p>Event:</p> <p>Date:</p> <p>Role of Yukon First Nations people:</p> <p>Impact on Yukon First Nations people:</p>

BLM 3.2

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Picture	Description
	<p>Event:</p> <p>Date:</p> <p>Role of Yukon First Nations people:</p> <p>Impact on Yukon First Nations people:</p>
	<p>Event:</p> <p>Date:</p> <p>Role of Yukon First Nations people:</p> <p>Impact on Yukon First Nations people:</p>

Blackline Master 3.3: Find Someone Who... (Wrap-up)

Note: to be done as a wrap-up activity after completing BLM 3.2

Name _____ Date _____

...can describe when and where the "famous strike" took place Comments: Signature:	...knows what a Chilkat packer did Comments: Signature:	...can tell you where the "Golden Staircase" is Comments: Signature:
....knows what Rabbit Creek's name was changed to Comments: Signature:knows the impact of the gold rush on the Tr'ondëk Hwëch'in Comments: Signature:	...can describe one reason why Chief Isaac was so well respected Comments: Signature:
...can give an example of how many First Nations earned money during the gold rush Comments: Signature:	...can explain the impact of logging and mining on traditional hunting grounds Comments: Signature:	...can name one famous woman who lived during the gold rush Comments: Signature:
...can name the four people who found gold on Rabbit Creek Comments: Signature:	...can name one Yukoner who made it rich discovering gold Comments: Signature:	...can describe the impact of mining on salmon Comments: Signature:
...can explain the impact alcohol had during the gold rush in Dawson City Comments: Signature:	...knows how much weight Canadian officials made stampederers carry over the Chilkoot Pass Comments: Signature:	...can name the place where the Tr'ondëk Hwëch'in moved Comments: Signature:

BLM 5.1**Nothing is as Certain as Change****Blackline Master 5.1: Inquiry-Chart — Rebuilding and Renewal**

Name _____ Date _____

Your teacher may wish to complete the first one or two sample questions with you.

Question	What you know	What you've learned	Other interesting facts	Additional/new questions
What significant impact has land claims agreements had on Yukon First Nations people?				
What has happened over the last 25 years to help preserve Yukon First Nations languages?				

BLM 5.1**Nothing is as Certain as Change**

Question	What you know	What you've learned	Other interesting facts	Additional/new questions

References

Note: full summary descriptions are found on the Yukon Education Resource Services website: <http://www.resourceservices.gov.yk.ca/>. See the Links section of the Virtual Exhibits website for a list of useful websites and additional suggested readings.

Kits

Call #: K3259

Title: The Klondike Gold Rush
Publisher: Wolf Creek Books, Whitehorse, YT, c1997
Description: 28 postcards, 5 student books (112 p.), 1 guide (37 p.)
Audience: Intermediate, grades 4–9

Call #: K3090

Title: Fort Selkirk Unit
Publisher: Parks Canada
Description: 1 videocassette, teacher notes, student copy, background material
Audience: Senior, grades 10–12

Call #: K1243

Title: Early Yukon Cultures
Publisher: Council of Yukon Indians, 1980
Description: 2 filmstrips with guides, 1 cassette, 52 worksheets, 20 student models, 1 manual
Audience: Intermediate, grades 4–6

Call #: SO 0406

Title: Angela Sidney Legends
Description: 1 cassette (sound recording)
Audience: Senior, grades 10–12

Publications and Reports

Call #: 324.2 Hay

Title: Yukon Women of Power: Political Pioneers in a Northern Canada
Author: Hayden, Joyce
Publisher: Windwalker, c1999, Whitehorse, YT
Description: 703 p.

Call #: 398.2 NED

Title: Old People in Those Days: They Told Their Stories All the Time
Author: Ned, Annie
Publisher: Yukon Native Language Project, 1984
Description: 68 leaves

Call #: 971.9 YUK

Title: Fort Selkirk Elders Oral History Project
Publisher: Heritage Branch, 1987
Description: 38 p., maps; 28 cm.

Call #: 971.9 CRU

Title: Their Own Yukon: A Photographic History by Yukon Indian People
Publisher: Yukon Native Brotherhood/Yukon Press Ltd. c1975
Description: 180 p., chiefly illustrations

Call #: 305.4 MOO

Title: Our Land Too: Women of Canada and the Northwest, 1860-1916
Publisher: Government of the Yukon, c1992
Description: 98 p.

Call #: 929.2 SID

Title: Haa Shagoon: Our Family History
Publisher: Council of Yukon Indians and Yukon Native Language Centre
Description: 60 leaves, genealogical tables, maps

Videos

Call #: VT 4495

Title: From Yesterday to Tomorrow, History of Yukon Land Claims
Publisher: Whitehorse, YT: Council of Yukon First Nations, c1998
Description: 1 videocassette (55 minutes)
Audience: Junior, grades 7–9

Call #: VT 441

Title: Sternwheelers on the Yukon
Publisher: Yukon Transportation Museum and Logan Video
Description: 1 videocassette (60 minutes)
Audience: Intermediate, grades 4–12

Call #: VT 3611

Title: A Century of Yukon Women
Publisher: Women's Directorate and Department of Education of Yukon Government
Description: 1 videocassette, (16 minutes)
Audience: Intermediate, grades 4–12

Call #: VT 0394

Title: The Yukoners: Martha Louise Black
Publisher: Yukon Department of Education
Description: 1 videocassette (36 minutes)
Audience: Junior, grades 7–12

References

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Call #: VT 4515

Title: A Scattering of Seeds II, the Martha Black Story
Publisher: Toronto ON, White Pine Pictures, c1997
Description: 1 videocassette (23 minutes)
Audience: Junior, grades 7 - 12

Call #: VT 4993

Title: Haa Shagoon — Our History: John Adamson
Story Publisher: Northern Native Broadcasting, Yukon, c2001
Description: 1 videocassette, (24 minutes)
Audience: Intermediate, grades 4–12

Call #: VT 2621

Title: Alaska Highway: the first 50 years
Publisher: Public Works Canada, 1991
Description: 1 videocassette (29 minutes)
Audience: Primary, grades K–12

Call #: VT 2379

Title: In the Days of the Riverboats
Publisher: National Film Board of Canada , 1981
Description: 1 videocassette (19 minutes)
Audience: Intermediate, grades 4–12

Call #: VT 4075

Title: The Streets were Paved with Gold
Publisher: Pictorial Histories (1977)
Description: 1 videocassette (20 minutes)
Audience: Primary, grades K–12

Call #: VT 0309

Title: Age of the Beaver
Publisher: National Film Board of Canada. 1952
Description: 1 videocassette (20 minutes)
Audience: Junior, grades 7–12

Call #: VT 4854

Title: The Pathfinders: 1670 - 1850 (from *Canada: A People's History*)
Publisher: CBC, 2000, Toronto, ON
Description: 2 video cassettes (120 minutes)
Audience: Intermediate, grades 4–6

Call #: VT 3751

Title: Challenge from Dawson: from the Gold Rush
Publisher: Production House, 1994
Description: 1 videocassette (23 minutes)
Audience: Primary, grades K–12

Call #: VT 4588

Title: Chilkoot Trail
Publisher: Good Earth Productions, 1998
Description: 1 videocassette (30 minutes)
Audience: Junior, grades 7–12

Call #: VT 4403

Title: City of Gold
Publisher: National Film Board of Canada, 1993
Description: 1 videocassette (22 minutes)
Audience: Junior, grades 7–12

Call #: VT 4991

Title: Heaven's Pass
Publisher: Heaven's Pass Productions, 2001, Lower Post, B.C.
Description: 1 videocassette (60 minutes)
Audience: junior, grades 7–12

Call #: VT 1658

Title: Trapping
Publisher: NNBY, 1987
Description: 1 videocassette (29 minutes)
Audience: Intermediate, grades 4–12

Call #: VT 2376

Title: Traditional Lifestyles and Crafts
Publisher: NEDAA
Description: 1 videocassette (60 minutes)
Audience: Primary, grades K–12

Call #: VT 3615

Title: Potlatch: The Southern Tutchone Way
Publisher: Council for Yukon Indians, 1994, 1992, Whitehorse YT
Description: 1 videocassette (36 minutes)
Audience: Intermediate, grades 4–12

Call #: VT 2133

Title: Native Spirituality Today
Publisher: NEDAA, 1989
Description: 1 videocassette (22 minutes)
Audience: Primary, grades K–12

Call #: VT 2361

Title: Native Women in Politics: Taking a Stand
Publisher: NEDAA
Description: 1 videocassette (27 minutes)
Audience: Junior, grades 7–12