

CHAPTER 17

ABORIGINAL PEOPLES TODAY

CHAPTER 17 OVERVIEW

Chapter Focus

Students will

- examine the guarantees provided to Aboriginal peoples by the *Canadian Charter of Rights and Freedoms*
- investigate the role of Aboriginal peoples in the Meech Lake and Charlottetown Accords
- examine the different ways Aboriginal organizations and communities are working toward a greater degree of self-determination and how the federal and provincial governments have responded

Essential Question

How are First Nations, Métis, and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?

Enduring Understandings

1. First Nations, Métis, and Inuit peoples play an ongoing role in shaping Canadian history and identity.
2. First Nations, Métis, and Inuit peoples have a long history in North America and their diverse and complex cultures continue to adapt to changing conditions.
3. The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from autonomous coexistence to colonialism to the present stage of renegotiation and renewal.
4. First Nations, Métis, and Inuit peoples have achieved constitutional recognition of their unique status as Aboriginal peoples in Canada along with recognition and affirmation of their existing Aboriginal and treaty rights.

TEACHING AND LEARNING STRATEGIES

Collaborate with students to choose which activities from the Teaching and Learning Strategies that you have the appropriate resources for, are best suited for the class, and will meet the expectations of this curriculum. *Shaping Canada* provides more questions and activities than possibly can be completed in the time allotted for this course. The Quick Lesson Planners at the beginning of each cluster in this Teacher's Resource may help you choose relevant lessons and activities for your class and ensure the Enduring Understandings of each chapter are met.

APPENDIX: SKILLS TO SUPPORT HISTORICAL THINKING

You are encouraged to refer students to the Skills to Support Historical Thinking Appendix (pp. 548–559 in *Shaping Canada*) as they progress through the questions and activities in the lessons. The Skills to Support Historical Thinking Appendix provides assistance to students as they develop their historical thinking skills during this course.

CHAPTER QUESTIONS AND POSSIBLE RESPONSES

Possible answers to all Chapter 17 questions can be found following the last lesson for this chapter on page 438.

HISTORICAL BACKGROUND

(This section is taken from: Manitoba Education. *Grade 11 History of Canada: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, 2010.)

By the end of the nineteenth century, many Aboriginal peoples found themselves in a position of inequality as a result of the collapse of the fur trade, increasing European settlement, and the nation-building policies of Canadian governments after 1867. They were segregated to reserves or subjected to government control in other ways. As successive Canadian governments pursued a policy of assimilation, many aspects of Aboriginal peoples' cultures were proscribed and their children were often forced to attend residential schools. The treaties were supposed to guarantee the rights of Status Indians, but the Métis and some Aboriginal peoples were not covered by treaties. Despite guaranteed rights, the treaties were often ignored and, in some parts of Canada, never signed.

First Nations, Métis, and Inuit peoples have long struggled for recognition of their rights and for economic and political parity with other Canadians. Collective actions through organizations such as the Assembly of First Nations (formerly the National Indian Brotherhood), the Métis National Council and its respective provincial counterparts, and the Inuit Tapiriit Kanatami became commonplace starting in the 1980s and have continued to be so to the present. Examples of progress towards the realization of Aboriginal rights in Canada include the recognition of Aboriginal rights in the *Charter of Rights and Freedoms*, the Royal Commission on Aboriginal Peoples, the creation of Nunavut, the Kelowna Accord, the Federal Government Residential School Apology, land claims agreements, and other actions.

Today, First Nations, Métis, and Inuit are active on many fronts, including working towards settlement of land claims, seeking redress for past wrongs, gaining recognition of treaty rights, attaining self-government, creating nation-to-nation relationships with the rest of Canada, promoting economic development, seeking social justice, experiencing cultural and spiritual resurgence, and participating in Canada's parliamentary democracy at both the provincial and federal levels. These developments are evidence of the changing relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples—a relationship that has evolved from colonialism to one of renegotiation and renewal. However, wide gaps remain in health indicators, as well as in education and employment rates between Aboriginal and non-Aboriginal Canadians. The numbers of incarcerated Aboriginal Canadians are vastly out of proportion to their population. These statistical indicators are evidence that First Nations, Métis, and Inuit Canadians have yet to realize their long struggle for equality and self-determination.

LESSON 1

PROTEST AND POLITICAL ACTION

In this lesson, students will learn about the ways in which First Nations, Métis and Inuit peoples have continued to work toward political, social, economic, and cultural resurgence.

ESTIMATED TIME: 140 minutes

GETTING READY

Photocopy blackline masters.

- BLM 17.1.1, Protest and Political Action

Create a transparency or slide of:

- BLM 17.1.1, Protest and Political Action

Book a projector if necessary.

RESOURCES

Shaping Canada, pages 484–498

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit www.shapingcanada.ca for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://www.laa.gov.nl.ca/laa/naws/pdf/nwac-bille-31.pdf>

“Aboriginal Women and Bill C-31: An Issue Paper,” Native Women’s Association of Canada, 2007.

<http://www.canada.com/vancouver/news/editorial/story.html?id=48a6212d-c539-4cba-8d5f-4a57f5feec9>

“The long, hard road of Sharon McIvor,” *The Vancouver Sun*, November 9, 2007.

<http://www.ainc-inac.gc.ca/br/is/bll/index-eng.asp>

“Bill C-3: Gender Equity in Indian Registration Act,” Indian and Northern Affairs Canada web site.

<http://www.metisnation.org/culture—heritage/powley-case.aspx>

The Métis Nation of Ontario: The Powley Case

<http://www.gov.nu.ca/>

Government of Nunavut

<http://www.cbc.ca/news/background/fishing/marshall.html>

CBC News Indepth: The Marshall Decision. An informative report on the background of the Donald Marshall fishing rights case.

<http://www.ainc-inac.gc.ca/al/ldc/spc/jal/fct3-eng.asp>

At a Glance: The Specific Claims Tribunal Act

<http://www.ajic.mb.ca/volume.html>

Report of the Aboriginal Justice Inquiry of Manitoba

http://www.iirp.org/article_detail.php?article_id=NDQ3

Heino Lilles, "Circle Sentencing: Part of the Restorative Justice Continuum."

<http://cfcj-fcjc.org/clearinghouse/drpapers/2003-dra/boisvert.pdf>

Pamela Boisvert, "Aboriginal Peoples and Restorative Justice: The Promise of Sentencing Circles."

http://www.ajic.mb.ca/reports/final_ch09.html

Aboriginal Justice Implementation Commission Final Report—Chapter Nine: Violence Towards Women and Children.

ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 17.1.1, Protest and Political Action
- Participating in class discussions and activities

PRIOR LEARNING

Students will have studied constitutional debate and the concerns of Aboriginal peoples. They will have knowledge of the events that led to the *Constitution Act, 1982*; how the *Canadian Charter of Rights and Freedoms* affected human rights in Canada; and the evolving relationship between First Nations, Métis, and Inuit peoples and the Government of Canada.

SUGGESTED TEACHING AND LEARNING STRATEGIES

1. Ask students to form into groups of three or four. Have groups respond to the question, "What courses of action are available to you if you believe you have been treated unfairly, or unjustly?" When groups have had time to respond, ask volunteers to share their answers. Students may offer suggestions such as making a complaint to an authority, taking legal action, or bringing public attention to the injustice if action is not being taken to rectify the injustice.
2. To activate prior learning, ask students to recall what injustices have occurred against First Nations, Métis, and Inuit peoples in Canada since the Second World War. You may wish to give students time to look through *Shaping Canada* to refresh their memory. Record student responses on the board.
3. Discuss with students that as injustices have been committed against First Nations, Métis, and Inuit peoples, they have continued to meet these challenges with increasing political activism, which has resulted in constitutional recognition of their unique status as Aboriginal peoples in Canada, as well as the recognition and reaffirmation of their treaty rights. These challenges, and how First Nations, Métis, and Inuit peoples overcame them, will be the focus of Chapter 17 and the next two lessons.

4. Ask students to turn to pages 484–485 in *Shaping Canada*. Ask for a volunteer to read the Essential Question out loud on page 485 and continue with the bulleted points of what will be explored in the chapter.
5. Ask a second volunteer to read the section titled “Getting Started.” As a large group discuss the two questions that call for the examination of Figures 17–1 and 17–2.
6. Read over the Enduring Understandings that will be covered in Chapter 17.
7. Point out the Key Terms located page 485. Make this a classroom activity in vocabulary building by continuing to build upon the word wall (see page 31). You may also wish to ask students to continue compiling the point-form glossary of definitions in their notebooks, or you may wish to note the glossary on page 560 of the student book.
8. As a class read the section “From Colonialism to Political Resurgence” on page 486. As a whole-group discussion, respond to the “Let’s Discuss” question on the same page. Draw students’ attention to Figure 17–3, Major National Aboriginal Political Organizations.
9. Distribute BLM 17.1.1, Protest and Political Action, to students. Explain to students that they will be using pages 487–498 in *Shaping Canada* to complete the BLM. Discuss with students that they will be examining the challenges that First Nations, Métis, and Inuit peoples faced in Canada and how they took action to bring about positive change for their communities and people.
10. Review the BLM with students to ensure understanding. You may wish to go through the first issue in the chart together as a class. Have students complete this task individually or with a partner.
11. When students are finished, ask volunteers to share the information they selected to record on the BLM and write this down on a transparency or slide of the BLM.
12. As you work through the BLM with the class, pause to stop and read the caption for Figure 17–16 on page 498. To expand on the concept of healing circles, also known as circle sentencing, you may want to provide students with additional information. Circle sentencing, a form of restorative justice, functions as a partnership between a community and the formal justice system. In this system, as described by Yukon Territorial Judge, Heino Lilles, “Offenders retain all of their due process protections. Communities can call on resources available in the formal justice system as well as those in their community. Victims are given a voice and an opportunity to confront their offender in a safe and supportive environment.” Despite its successes, Lilles notes that more needs to be done in several areas of the process, including support and training for community participants, and development of means to increase victim participation. Others have noted that power imbalances within communities may hinder the effectiveness of circle sentencing. For more information on Heino Lilles viewpoints as well as other resources on circle sentencing, please see the Additional Resources section for this lesson.
13. Draw students’ attention back to the Identifying Continuity and Change feature “Bill C-31 and Assimilation” on page 489. Ask students the question, “Why was the term *assimilation* used in the title of this feature about Bill C-31?” As a class, respond to question 1 at the bottom of the feature. You may wish to assign question 2 for homework.

When reading about Bill C-31, discuss with students that the equality rights in the *Indian Act* are a complicated issue that is continuing to develop. For instance, you may wish to discuss the case of Sharon McIvor. McIvor's Indian status was reinstated after Bill C-31 was passed, but her application to have her children receive Indian status was denied. McIvor, a lawyer, challenged the government of British Columbia, stating that Bill C-31 was discriminatory on the basis of gender rights under the *Canadian Charter of Rights and Freedoms*. In 2006, the British Columbia Supreme Court agreed that McIvor's children should be allowed to seek Indian status.

McIvor further challenged the court to allow her grandchildren to have Indian status. In light of the court's rulings, in December 2010, Bill C-3: *Gender Equity and the Indian Registration Act* received Royal Assent, and amended Bill C-31 and the *Indian Act*. Bill C-3 ensured that eligible grandchildren of women who lost status as a result of marrying non-Indian men would be entitled to register as status Indians. To explore further details about the Sharon McIvor case and Bill C-3, please see the web sites listed in the Additional Resources section for this lesson.

14. As a class, review the History in Action feature "Confronting Colonialism" on page 494. Ask students to relate the content back to the "Let's Discuss" question on page 486 that they answered at the beginning of class. Have their answers to the question changed after reading this feature?

You may wish to set aside additional class time in a computer lab or resource centre to allow students to answer question 1 at the end of the feature.

15. Assign the "Recall...Reflect...Respond" questions on page 498 for homework. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

DIFFERENTIATING INSTRUCTION

1. You may wish to complete BLM 17.1.1, Protest and Political Action, as a whole-class activity. This will allow you to address each feature and HTC question sequentially as the class progresses through the content.
2. In responding to the research question for the feature "Confronting Colonialism" on page 494, have groups research one of the protests described and give a presentation to the class on the issues surrounding the protest, and why Aboriginal groups took blockade and protest actions to protect their land.

LESSON 2

TOWARD RECONCILIATION

In this lesson, students will build upon the ideas from the beginning of the chapter and examine the steps that have been put in place to help the reconciliation process for First Nations, Métis, and Inuit peoples in Canada.

ESTIMATED TIME: 140 minutes

GETTING READY

Photocopy blackline masters.

- BLM 17.2.1, Toward Reconciliation

Create a transparency or slide of:

- BLM 17.2.1, Toward Reconciliation

Book a projector if necessary.

Locate the first section of the CBC archives video clip “A long awaited apology” on the Internet (see Additional Resources).

RESOURCES

Shaping Canada, pages 499 – 509

ADDITIONAL RESOURCES

For all Web Connections listed in the student edition of *Shaping Canada*, visit www.shapingcanada.ca for links to the recommended web sites. You may also wish to share the web sites listed here with students. As web site addresses, locations, and content continuously change on the Internet, be sure to check all web site recommendations listed here for accuracy before distributing to students.

<http://www.trc.ca/websites/trcinstitution/index.php?p=26>

Truth and Reconciliation Commission of Canada (TRC)

<http://www.afn.ca/>

Assembly of First Nations

<http://www.ainc-inac.gc.ca/ap/trc-eng.asp>

Royal Commission Report on Aboriginal Peoples

http://archives.cbc.ca/society/native_issues/clips/15394/

“A long awaited apology.” CBC archives video clip of Prime Minister Stephen Harper’s Statement of Apology for the residential school system in the House of Commons.

<http://www.un.org/esa/socdev/unpfii/en/declaration.html>

UNPFII – United Nations Permanent Forum on Indigenous Issues

United Nations Declaration on the Rights of Indigenous Peoples

http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_99002_01

The Nisga’a Final Agreement Act

<http://www.cbc.ca/canada/story/2008/05/16/f-timeline-residential-schools.html>

A timeline of residential schools, the Truth and Reconciliation Commission.

http://plato.acadiau.ca/courses/pols/inspired/content/pdf/Sivuniksamut_Illiniarniq.pdf

This web site describes the basic principles of the Nunavut education system.

ASSESSMENT AND EVALUATION ACTIVITIES

You may assess students' participation in a variety of activities. These may include:

- Completing BLM 17.2.1, *Toward Reconciliation*
- Participating in class discussions and activities

PRIOR LEARNING

Students will be able to draw upon previous knowledge of the issues faced by First Nations, Métis and Inuit peoples regarding relations with the Canadian government.

SUGGESTED TEACHING AND LEARNING STRATEGIES

Part I

1. Working with a partner, ask students to brainstorm reasons why the relationship between the Canadian government and First Nations, Métis, and Inuit peoples has faced challenging periods throughout Canada's history. After partners have had time to discuss, ask volunteers to share their responses. Record these responses on the board. Students may suggest such answers as: government greed and betrayal in the treaty process, failure to respect treaty rights, the tragedies of the residential school system, and other government attempts at the assimilation of First Nations, Métis, and Inuit peoples.
2. Write the term *reconciliation* on the board. Ask volunteers to define the term. You may wish to first examine the root word *reconcile*. Responses should include that reconciliation means to bring into agreement or harmony.
3. Ask students to form into groups of four. Ask the question, "What steps do you think would need to be taken in Canada to achieve reconciliation for First Nations, Métis, and Inuit groups with the Government of Canada?" Remind students to look at the list of challenges they listed on the board in step 1 as a guide to what may need to happen to achieve reconciliation.
4. When groups have had time to respond, ask volunteers to share their answers and record them on the board. Discuss with students that the focus of this lesson will be to examine some of the steps toward reconciliation that have taken place in Canada, and to also explore the level of success of these steps in achieving reconciliation.
5. Ask students to turn to page 499 in *Shaping Canada*.
6. Distribute BLM 17.2.1, *Toward Reconciliation*, to the class. Discuss with students that their task is to record the main details for each step that has been put in place to help reconciliation, and then to evaluate the level of success each step has had toward this goal. You may wish students to complete this task individually or with a partner.
7. Remind students not to read the Profile feature on page 501, or the Considering the Ethical Dimensions of History feature on page 504, as they will be returning to explore these features later in the lesson.

8. When students have completed the BLM, ask volunteers to share what details they selected to record and their responses about the level of success for reconciliation for each step. Guide the discussion where necessary if there are discrepancies between student evaluations on the level of each step toward achieving reconciliation. Record student responses on a transparency or slide of the BLM.
9. In discussing the healing from residential schools, draw students' attention to the Voices feature on page 502. Have a student read the quotation aloud. Draw their attention to the last sentence in the quote from Phil Fontaine, "In Canada, the government came to the conclusion that it couldn't kill off the Indian—it wouldn't look right—so they would kill the Indian in the child." Fontaine's last phrase, "kill the Indian in the child" may be in reference to the phrase, "kill the Indian to save the Man" which some sources attribute to Captain Richard Pratt (1840–1924) of the United States Army. Pratt was also the founder and superintendent of the Carlisle Indian Industrial School in Carlisle, Pennsylvania. Pratt believed in forced cultural assimilation and that Native Americans must abandon their traditional lifestyles and culture and convert to Christianity in order to be an American citizen.

In reference to Pratt's beliefs, Fontaine may be implying that in Canada, the residential school system attempted to "kill the Indian in the child" by forcing students to abandon their culture and beliefs and to adopt colonial traditions.

Part II

10. Ask students to turn to the Profile feature, "Aboriginal Art and Culture" on page 501 in *Shaping Canada*. Have volunteers read the feature and the captions for Figures 17–18 (p. 502) and 17–19 (p. 503). You may wish to assign the Explorations question (p. 501) for homework, or allocate time in the resource centre or computer lab for students to research and respond to this question.
11. Have students turn to the Exploring the Ethical Dimensions of History feature "Residential Schools Apology" on page 504. Ask a volunteer to read the excerpts from the apology.
12. At this time, you may wish to show the CBC archives video clip of Prime Minister Harper delivering the Statement of Apology in the House of Commons. The video clip is listed in the Additional Resources section for this lesson.
13. Assign the "Recall...Reflect...Respond" questions on page 509 for homework. Remind students that they should be prepared to discuss their responses at the beginning of the next class.

DIFFERENTIATING INSTRUCTION

1. You may wish to complete BLM 17.2.1, Toward Reconciliation, as a whole-class activity.
2. When reading the Profile feature "Aboriginal Art and Culture" on page 501, you may wish to have a selection of examples of Aboriginal visual art or music for the class to examine and respond to.

CHAPTER 17 QUESTIONS AND ACTIVITIES (PAGES 510 AND 511)

The Chapter Review questions and activities are intended to ensure student focus is placed on demonstrating responses to the Chapter Essential Question and Enduring Understandings of this course.

With students, review the Chapter Review questions and activities and collaborate on which questions the class wishes to explore. You may wish to take into consideration what lessons have been completed for this chapter when choosing the questions. Some of the questions and activities require research and go beyond the scope of *Shaping Canada*. Student abilities and course allotment time will need to be considered when choosing the questions and activities.

STEPS TO YOUR CHALLENGE (page 511)

Direct students' attention back to the Cluster Five Challenge they were introduced to on page 431 of *Shaping Canada* as a reminder on the details of the Cluster Challenge project. Students will work independently in this challenge. Read aloud to the class the Steps To Your Challenge from page 511. Have students complete the necessary work to fulfill this stage of the challenge.

POSSIBLE RESPONSES TO CHAPTER 17 QUESTIONS

Page 488

HTC Cause and Consequence

Answers will vary but could include:

Group of People	Consequences of Bill C-31
Non-status First Nations People	<ul style="list-style-type: none"> • may be eligible to receive reinstatement of their status • may be eligible to live on a reserve again and inherit reserve land from their family, along with other status rights
First Nations Reserves	<ul style="list-style-type: none"> • may put pressure on reserves for space, housing, and essential services • granted First Nations reserves the right to control their own membership
First Nations Women	<ul style="list-style-type: none"> • could marry non-First Nations men without penalty or loss of their status • those who had previously lost status because of marriage could have it reinstated
Federal Government	<ul style="list-style-type: none"> • represents a transference of power to First Nations people • former legislation needed to be changed as First Nations peoples increased demands for the protection of their rights

Page 489**Identifying Continuity and Change: Bill C-31 and Assimilation**

1. Daniels may have been implying that although the introduction of Bill C-31 was supposed to rectify gender discrimination, it also created new divisions between First Nations people. Government interference in Aboriginal affairs continues to create challenges for all First Nations, Métis, and Inuit peoples, and old complexities that disappear are replaced by a new set of complexities and pressures.

Student responses will vary depending on whether they disagree or agree with Bill C-31 in this respect.

2. Student responses will vary, but they should be encouraged to seek information from reputable sources and to use citation where appropriate. Students may wish to examine issues such as: access to benefits, loss of tradition and cultural connection to community, and complexities surrounding status.

Page 490**HTC Continuity and Change**

Students may respond that continuity is shown in that the courts have repeatedly upheld Section 35 in the Charter for protecting Métis hunting rights. For change, students may show that the provinces appear reluctant to recognize this right and continue to challenge it.

Page 494**History in Action: Confronting Colonialism**

1. Student responses will vary depending on the protest they research. Ensure that responses include an exploration of the causes and consequences of the protest, and whether they believe the protest resulted in significant change.

Page 498**Recall... Reflect... Respond**

1. Student responses will vary depending upon whether the students agree or disagree with the statement. Students should be encouraged to respond in a manner that demonstrates logic and reasoning as well as respect for First Nations, Métis and Inuit issues in Canada.
2. Student responses will vary.

Page 500**HTC Cause and Consequence**

There are many events and issues that were part of the context for the establishment of the Royal Commission on Aboriginal Peoples (RCAP). Student responses may include that the findings of the Aboriginal Justice Inquiry helped to create the need for the RCAP, as well as the failure of the Meech Lake and Charlottetown Accords that highlighted the need for Aboriginal self-government.

Many events, such as the murders of Helen Betty Osborne and John Joseph Harper, and the high percentage of Aboriginal people in prison, brought to light that social justice did not exist for First Nations, Métis and Inuit peoples in Canada. This influenced the RCAP's goal that Canada needed to expand its claim that it was a socially just country by addressing the injustices that First Nations, Métis and Inuit peoples in Canada had endured.

Page 501

Profile: Aboriginal Art and Culture

1. Student responses will vary, depending on the individual they choose to research.

Page 503

HTC Historical Significance

Prime Minister Harper's apology to former students of residential schools and their families was important to Aboriginal leaders and survivors for several reasons: it was a formal acknowledgement that the Government of Canada had allowed injustices to occur against First Nations, Métis and Inuit peoples, it acknowledged the Harper Conservative government's commitment to Aboriginal issues, and it was an important step to allow survivors to begin the long journey of healing.

Students may suggest that the apology was important to all Canadians because it is only through a formal apology that we can recognize and learn from the injustices that have occurred to First Nations, Métis and Inuit peoples in Canada.

Page 504

Considering the Ethical Dimensions of History: Residential Schools Apology

1. Student answers will vary, but need to address the ethical responsibilities of Canada to redress the wrongs of residential schools. Student responses should also include whether or not they believe governments, churches, and other organizations have responded appropriately. Be sure that arguments are supported with evidence.

Page 505

HTC Cause and Consequence

Students may respond that Canada took a long time to sign the declaration because of worries of how the declaration would affect previously made decisions regarding land claims, and the argument that the declaration placed Indigenous peoples' rights at a higher priority than the rest of the population.

In finally signing the declaration in 2010, students may suggest that one of the consequences will be increased First Nations, Métis and Inuit participation in government decisions that concern them, and a resurgence in the need to maintain and protect their culture.

Page 507

HTC Cause and Consequence

The program described in Figure 17–26 could have positive influences on the health-related issues described on page 508 because it promotes leadership, accomplishments, and innovation. These ideals are often related to a more positive self-image and frame of mind. With such a frame of mind, people may be more engaged and active and in turn experience greater personal benefits when embracing traditional ways of living.

Page 509

Recall... Reflect... Respond

1. Student timelines will vary. A timeline of residential schools and the healing process can be found on the CBC.ca web site listed in the Additional Resources section in Lesson 2.

2. Student responses may indicate that the significance of the RCAP rests upon the idea of societal progress and social justice. The RCAP was an initiative to identify the barriers that challenged the self-determination of First Nations, Métis, and Inuit peoples of Canada.
3. Student responses will vary as they select which processes and events have pushed First Nations, Métis, and Inuit issues to the forefront of Canadian politics. Their responses should discuss the reasons why these processes and events have created political significance. Students' predictions for the next decade should be reasonable and logical.

Pages 510–511

Chapter 17 Questions and Activities

1. a) The means of bringing about change discussed in this chapter could include: inquiry and investigation, lobbying, negotiation, and protests.
 - b) Student responses will vary as they select three different historic events to demonstrate First Nations, Métis, and Inuit communities' efforts to restore self-determination.
 - c) Students responses will vary. They should be encouraged to clearly state their opinions and provide well-founded justifications for their position.
2. a) There are several parallels between the land claim issues of Australia and those of Aboriginal land claims in Canada. The colonial man tossing crumbs to the Gurindji man could also be similar to a colonial person in Canada tossing crumbs to a First Nations, Métis, and Inuit person. This act can be seen as being indicative of the casting of reservation lands to First Nations people in Canada. The pie is the metaphor for the wealth of the prosperous nation that was traditionally the land of Aboriginal peoples. The colonial man has taken the wealth and then given crumbs to the people who were born of the land.
 - b) To make this cartoon reflect Canadian issues, only very slight and subtle changes may be needed. For example, the name on the shirt of the Gurgindji man could be changed to the name of any Aboriginal group in Canada.
3. a) Some information that students may find regarding Don Burnstick could include:
 - He is the youngest of fifteen children
 - He grew up on a reserve
 - He battled and overcame alcoholism and drug addiction in his early twenties
 - He obtained post secondary training at the University of San Diego in holistic urban youth development
 - He obtained certification as an Alcohol and Drug Abuse Counselor and graduated from the Native Trainers Development program at the Nechi Institute in Edmonton
 - He wrote and individually performs the play “I Am Alcohol—Healing the Wounded Warrior”
 - b) Student responses will vary, but may identify that humour has a strong connection to psychological well-being. Student responses will vary in regard to the impact that comedians play in relation to First Nations, Métis, and Inuit communities. Comedians could be seen as positive role models as their humour draws greater social awareness to First Nations peoples and the challenges they face.

4. The United Nations has supported Aboriginal Rights in Canada in several ways:
- United Nations findings in 1981 showed that Canada was in breach of the International Covenant on Civil and Political Rights
 - in 1986, the United Nations supported the political efforts of the Lubicon Lake Cree people in their dispute with the government
 - in March 2000, a representative from the United Nations Commission on Human Rights criticized the Canadian government's failure to implement the RCAP recommendations
 - the adoption of the United Nations Declaration on the Rights of Indigenous Peoples, September 2007

The United Nations has played the role of being both a critical observer of government treatment of Aboriginal rights, and as a leader in developing guidelines such as the Declaration on the Rights of Indigenous Peoples.

5. Student responses will vary depending on the issue they wish to present to the RCAP.
6. Students may respond that one of the greatest changes to come out of the *Delgamuukw v. British Columbia* case was that for the first time in Canada, the courts relied more on oral history than on written evidence. This would have a great impact on land claim settlements in the future.
7. Student answers will vary depending on the research they conduct. A source that will provide you with the basic principles of the Nunavut education system is listed in the Additional Resources section of Lesson 3.
8. Student responses will vary depending on the international organization that they choose to research.
9. Student responses will vary depending on the national Aboriginal political organization that they choose to research.
10. Student responses will vary depending on the Stolen Sister case that they choose to research.