

BC's SOCIAL STUDIES CURRICULUM

Social Studies 12. B.C. First Peoples




To assist secondary school teachers, we evaluated where materials from this textbook align with British Columbia's Curriculum for teaching Social Studies courses. We followed BC's Curriculum Model, focussing on each of the three elements:

- Big Ideas.
What students are expected to understand
- Curricular Competencies.
What students are expected to do
- Content.
What students are expected to know

Our aim is to help teachers understand where and how the materials in this textbook can be incorporated in their courses to meet provincial learning standards. For reference, the contents of the textbook are included as an Appendix.

Using the materials available on the [Ministry's website](#), we identified Social Studies courses that we believe can incorporate parts of the textbook. We used a rating scale (shown in the table below) to indicate where and how well the textbook's Cases, Applications, and Learning Modules align with the Big Ideas, Competencies, Content, and corresponding elaborations for each course.

The detailed assessment below shows where and how well the textbook materials align with the BC Curriculum for **Social Studies 12. B.C. First Peoples**. We used the following three-point scale:

-  Strong alignment with competencies
-  Moderate alignment with competencies
-  Minor alignment with competencies

BIG IDEAS

The identities, worldviews, and languages of B.C. First Peoples are renewed, sustained, and transformed through their connection to the land.

The impact of contact and colonialism continues to affect the political, social, and economic lives of B.C. First Peoples.

Cultural expressions convey the richness, diversity, and resiliency of B.C. First Peoples.

Through self-governance, leadership, and self-determination, B.C. First Peoples challenge and resist Canada's ongoing colonialism.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions Assess the significance of people, events, places, issues, or developments in the past and present (significance) Identify what the creators of accounts, narratives, or maps have determined to be significant (significance) Using appropriate protocols, interpret a variety of sources, including local stories or oral traditions, and Indigenous ways of knowing (holistic, experiential, reflective, and relational experiences, and memory) to contextualize different events in the past and present (evidence) Characterize different time periods in history, including examples of progress and decline, and identify key turning points that marked periods of change (continuity and change) Assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an action, event, decision, or development (cause and consequence) Assess the connectedness or the reciprocal relationship between people and place (cause and consequence) Explain different perspectives on past and present people, places, issues, or events, and distinguish between worldviews of today and the past (perspective) Explain and infer perspectives and sense of place, and compare varying perspectives on land and place (perspective) Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember, reconcile, or respond (ethical judgment) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> traditional territories of the B.C. First Nations and relationships with the land role of oral tradition for B.C. First Peoples impact of historical exchanges of ideas, practices, and materials among local B.C. First Peoples and with non-indigenous peoples provincial and federal government policies and practices that have affected, and continue to affect, the responses of B.C. First Peoples to colonialism resistance of B.C. First Peoples to colonialism role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of B.C. First Peoples commonalities and differences between governance systems of traditional and contemporary B.C. First Peoples contemporary challenges facing B.C. First Peoples, including legacies of colonialism

Curricular Competencies – Elaborations

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions:

- Three of the Case Studies in the textbook address Indigenous Peoples' access to and use of land. The Applications for these three Case Studies place the student in a position of an 'expert' in which they must analyse the situation and decide how to address the issue. The exercise can include both written and oral communication.

Case Study. First Nations Reserve planning

This Case Study addresses McLeod Lake Indian Band's efforts to address changing access and use of land to support socio-economic development. The Band chose to develop a Land Code under the Framework Agreement on First Nations Land Management.

Case Study. Natural Resource Planning

The Case on Kemess North illustrates how different First Nations participated in the Federal-Provincial Environmental Assessment process. The Application is based on the Haida Nation's decision to enter joint land use planning with the Province.

Case Study. Protected Areas Planning

The Case discusses the traditional use of the upper Fraser River watershed by the Lheidli T'enneh and covers Indigenous Protected and Conserved Areas (IPCAs). The Application is based on protecting the *chun t'oh whudujut* (ancient cedars).

- The Rural Planning Case Study Includes materials on the Wet'sewet'en and Coastal GasLink Pipeline.

Key skills:

- Draw conclusions about a problem, an issue, or a topic.
- Assess and defend a variety of positions on a problem, an issue, or a topic.
- Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or an issue.
- Identify and clarify a problem or issue.
- Evaluate and organize collected data (e.g., in outlines, summaries, notes, timelines, charts).
- Interpret information and data from a variety of maps, graphs, and tables.
- Interpret and present data in a variety of forms (e.g., oral, written, and graphic).
- Accurately cite sources.
- Construct graphs, tables, and maps to communicate ideas and information, demonstrating appropriate use of grids, scales, legends, and contours.

Assess the significance of people, events, places, issues, or developments in the past and present (significance):

- Case Study address Indigenous Peoples' access to and use of land, including resource developments and related issues.

Key questions:

- What factors can cause people, events, places, issues, or developments to become more or less significant?
- What factors can make people, events, places, issues, or developments significant to different people?
- What criteria should be used to assess the significance of people, events, places, issues, or developments?

Curricular Competencies – Elaborations

Sample activities:

Use criteria to rank the most important people, events, places, issues, or developments in the current unit of study.

Compare how different groups assess the significance of people, events, places, issues, or developments.

protocols: Local First Peoples may have established protocols which are required for seeking permission for and guiding the use of First Peoples oral traditions and knowledge.

Characterize different time periods in history, including examples of progress and decline, and identify key turning points that marked periods of change (continuity and change):

- **Case Study materials discuss Indigenous Peoples' access to and use of land in a historical context. This context enables learners to explore key turning points related to change.**

Key questions:

What factors lead to changes or continuities affecting groups of people differently?

How do gradual processes and more sudden rates of change affect people living through them? Which method of change has more of an effect on society?

How are periods of change or continuity perceived by the people living through them? How does this compare to how they are perceived after the fact?

Sample activity:

Compare how different groups benefited or suffered as a result of a particular change.

Assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an action, event, decision, or development (cause and consequence):

- **Three Case Studies (noted above) discuss decisions affecting Indigenous People's access to and use of land. These decisions can be discussed in relation to causes and consequences.**

Key questions:

What is the role of chance in particular actions, events, decisions, or developments?

Are there events with positive long-term consequences but negative short-term consequences, or vice versa?

Sample activities:

Assess whether the results of a particular action were intended or unintended consequences.

Evaluate the most important causes or consequences of various actions, events, decisions, or developments.

Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember, reconcile, or respond (ethical judgment):

Key questions:

What is the difference between implicit and explicit values?

Why should we consider the historical, political, and social context when making ethical judgments?

Curricular Competencies – Elaborations

Should people of today have any responsibility for actions taken in the past?

Can people of the past be celebrated for great achievements if they have also done things considered unethical today?

Sample activities:

Assess the responsibility of historical figures for an important event. Assess how much responsibility should be assigned to different people, and evaluate whether their actions were justified given the historical context.

Examine various media sources on a topic and assess how much of the language contains implicit and explicit moral judgments.

Content – Elaborations

traditional territories of the B.C. First Nations and relationships with the land:

- **Case Study materials discuss Indigenous Peoples’ access to and use of land. This context enables learners to explore traditional territories and relationships with land.**

Sample topics:

traditional territories of local First Nations

Traditional territories may overlap.

difference between political boundaries and traditional territories

how the land shapes and influences First Peoples worldview (e.g., stewardship, cultural practices of the land, relationship to language)

cultural and linguistic diversity that exists among B.C. First Peoples

role of oral tradition for B.C. First Peoples:

Sample topics:

Elders as knowledge keepers who share the history of their people and lands

oral tradition as valid and legal evidence (e.g., Delgamuukw v. B.C., 1997; ownership of property, territory, and political agreements)

stories, songs, music, and dance as forms of narrative

Oral tradition shapes identity and connects to the past, present, and future.

Oral tradition provides guiding principles for living.

indigenous concept of time (e.g., spiralling versus linear)

impact of historical exchanges of ideas, practices, and materials among local B.C. First Peoples and with non-indigenous peoples:

- **Case Study materials discuss historical settlement patterns and resource developments that affected Indigenous Peoples’ access to and use of land.**

Sample topics:

trade networks and routes

settlement and migration patterns

maritime and land fur trade

exchange of goods, technology, economy, knowledge

industries (e.g., gold rush, whaling)

provincial and federal government policies and practices that have affected, and continue to affect, the responses of B.C. First Peoples to colonialism:

- **Case Study materials discuss federal and provincial policies that affected and continue to affect Indigenous Peoples’ access to and use of land (i.e., rights and title).**

Sample topics:

Indian Act and its amendments

enfranchisement

White Paper, Red Paper (Alberta), Brown Paper (B.C.)

Content – Elaborations

residential schools, including federal apology, Truth and Reconciliation Commission and Report
 treaties, including fishing and hunting rights
 Sixties Scoop and foster care system
 Canada's constitution (e.g., Meech Lake and Charlottetown Accords, Canadian Charter of Rights and Freedoms)
 UN Declaration on the Rights of Indigenous Peoples

resistance of B.C. First Peoples to colonialism:

- **Case Study materials discuss Indigenous Peoples' resistance to government policies and corporate practices that have eliminated or removed access to and use of land.**

Sample topics:

political actions of local and provincial indigenous groups (e.g., Union of British Columbia Indian Chiefs, Métis Nation British Columbia)
 Tsilhqot'in War
 Gustafsen Lake
 Idle No More
 Judicial cases (e.g., Calder, 1973; Guerin, 1984; Sparrow, 1990; Van der Peet, 1996)
 Cindy Blackstock and the Canadian Human Rights Tribunal ruling
 ecological justice and protests (e.g., pipelines, logging, hydraulic fracturing, liquefied natural gas, hydroelectricity)

role and significance of media in challenging and supporting the continuity of culture, language, and self-determination of B.C. First Peoples:

Sample topics:

portrayal and representation of First Peoples in media
 repatriation and ownership of cultural objects
 ethics of copyright, patent rights, intellectual property, and appropriation

commonalities and differences between governance systems of traditional and contemporary B.C. First Peoples:

- **Case Study materials discuss interactions between Indigenous Peoples' access to and use of land from both a traditional and contemporary perspective. The First Nations Reserve Planning Case Study addresses this issue in most detail.**

Sample topics:

traditional governance
 band system
 land claims and self-governance

contemporary challenges facing B.C. First Peoples, including legacies of colonialism:

- **Case Study materials discuss the contemporary challenge of Indigenous Peoples' access to and use of land, which affects both conservation and economic development.**

Content – Elaborations

Sample topics:

missing and murdered women
stereotypes and institutionalized racism
intergenerational trauma
judicial and correctional system
child welfare system
conditions on reserves (e.g., water, housing, education)