

## BC's SOCIAL STUDIES CURRICULUM

# Social Studies 12. Contemporary Indigenous Studies




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. Contemporary Indigenous Studies**. 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 indigenous peoples are renewed, sustained, and transformed through their connection to the land.

Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism.

Indigenous peoples continue to advocate and assert rights to self-determination.

Reconciliation requires all colonial societies to work together to foster healing and address injustices.

## 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"> <li><b>Use Social Studies inquiry processes and skills to ask questions; listen to the oral tradition of Elders and other local knowledge holders; gather, interpret, and analyze ideas; and communicate findings and decisions</b></li> <li>Use indigenous principles of learning (holistic, experiential, reflective, and relational) to better understand connectedness and the reciprocal relationship of First Peoples to the land</li> <li><b>Assess and compare the significance of the interconnections between people, places, events, and developments at a particular time and place, and determine what they reveal about issues in the past and present (significance)</b></li> <li>Using appropriate protocols, ask questions and corroborate inferences of Elders and other local knowledge keepers through oral traditions, indigenous knowledge, memory, history, and story (evidence)</li> <li><b>Compare and contrast continuities and changes for different groups in different time periods and places (continuity and change)</b></li> <li><b>Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence)</b></li> <li><b>Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)</b></li> <li><b>Make reasoned ethical claims about actions in the past and present after considering the context and values of the times (ethical judgment)</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>varied identities and worldviews of indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land</b></li> <li><b>factors that sustain and challenge the identities and worldviews of indigenous peoples</b></li> <li><b>resilience and survival of indigenous peoples in the face of colonialism</b></li> <li><b>community development, partnerships, and control of economic opportunities</b></li> <li><b>responses to inequities in the relationships of indigenous peoples with governments in Canada and around the world</b></li> <li><b>restoring balance through truth, healing, and reconciliation in Canada and around the world</b></li> </ul>

**Curricular Competencies – Elaborations**

**Use Social Studies inquiry processes and skills to ask questions; listen to the oral tradition of Elders and other local knowledge holders; 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.

**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.

**Compare and contrast continuities and changes for different groups in different time periods and places (continuity and change):**

**Key questions:**

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

**Curricular Competencies – Elaborations**

**Two of the Case Studies in the textbook address Indigenous People’s access to and use of land. The two cases represent different issues and different contexts, each addressing changes over time. Together, the two Case Studies illustrate different responses to their conditions. The Haida Gwaii case addresses access to and use of the Haida Nation’s traditional territory. The Haida Nation Council chose to enter Government-to-Government (joint) land use planning.**

- **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.

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 how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence):**

**Two of the Case Studies in the textbook address Indigenous People’s access to and use of land. The materials illustrate how conditions and actions affected land use planning.**

- **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**  
**Application. Haida Gwaii Joint Land Use Planning**  
The Application addresses access to and use of the Haida Nation’s traditional territory. The Haida Nation Council chose to enter Government-to-Government (joint) land use planning.

*Key questions:*

What is the role of chance in particular events, decisions, and 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 events, decisions, and developments.

Curricular Competencies – Elaborations

**Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective):**

○ **The following case studies describe different perspectives on land use planning issues:**

- **Case Study. First Nations Reserve Planning**
- **Case Study. Natural Resource Planning**
- Application. Haida Gwaii Joint Land Use Planning**

*Key questions:*

What sources of information can people today use to try to understand what people in different times and places believed?  
How much can we generalize about values and beliefs in a given society or time period?  
Is it fair to judge people of the past using modern values?

*Sample activity:*

Explain how the beliefs of people on different sides of the same issue influence their opinions.

**Make reasoned ethical claims about actions in the past and present after considering the context and values of the times (ethical judgment):**

○ **The materials on Haida Gwaii and McLeod Lake Indian Band include Applications in which learners must make a decision while considering context and values.**

- **Case Study. First Nations Reserve Planning**
- **Case Study. Natural Resource Planning**
- Application. Haida Gwaii Joint Land Use Planning**

*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?  
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

**varied identities and worldviews of indigenous peoples, and the importance of the interconnection of family, relationships, language, culture, and the land:**

○ **The materials on Haida Gwaii and McLeod Lake Indian Band are based on access to land and incorporate Indigenous perspectives.**

- **Case Study. First Nations Reserve Planning**
- **Case Study. Natural Resource Planning**
- **Application. Haida Gwaii Joint Land Use Planning**

*Sample topics:*

Members of different cultures have different worldviews as a result of their beliefs, values, practices, and experiences.  
 connections to the land as expressed in language, culture, values, and practices  
 relationships among family, Elders, and community  
 Being a member of a community helps shape a person's identity.  
 Roles, responsibilities, and experiences as a member of one or more cultural groups shape a person's identity.  
 concepts of respect, reciprocity, relevance, responsibility, and resilience

**factors that sustain and challenge the identities and worldviews of indigenous peoples:**

*Sample topics:*

factors that sustain the identities and worldviews of indigenous peoples:

- connections to family and community, the land, the spirits, and the ancestors
- Elders' presence, guidance, and wisdom
- speaking the indigenous language of one's own people
- ceremonial practices
- oral traditions

factors that challenge the identities and worldviews of indigenous peoples:

- disconnection from traditional territories and cultural teachings
- evolution of a sense of indigeneity
- impact of residential schools and modern education
- stereotypes and institutionalized racism
- media portrayals and representations of indigenous peoples
- legislation (e.g., Indian Act, Bill C-31, enfranchisement)
- migration to urban areas

**resilience and survival of indigenous peoples in the face of colonialism:**

*Sample topics:*

resurgence of traditional forms of art, literature, dance, and music  
 emergence of contemporary indigenous arts  
 indigenous websites and social media

Content – Elaborations

indigenous literature  
increased presence in academia, and decolonization of places of study and learning  
language revitalization  
practice of traditional systems, including protocols and ceremonies

**community development, partnerships, and control of economic opportunities:**

○ **The materials on Haida Gwaii and McLeod Lake Indian Band are based on access to land to support community development and economic opportunities.**

- **Case Study. First Nations Reserve Planning**
- **Case Study. Natural Resource Planning**
- Application. Haida Gwaii Joint Land Use Planning**

*Sample topics:*

economic strategies and approaches:

- joint ventures
- co-management partnerships
- community development corporations, co-operatives, public-private partnerships

consultation versus collaboration to foster economic development

use of natural resources (e.g., oil, natural gas, diamonds, forestry, minerals, fisheries)

conflicting views of stewardship, ownership, and use of lands and resources

**responses to inequities in the relationships of indigenous peoples with governments in Canada and around the world:**

○ **The materials on Haida Gwaii and McLeod Lake Indian Band address how they responded to inequities regarding access to and use of land as resources.**

- **Case Study. First Nations Reserve Planning**
- **Case Study. Natural Resource Planning**
- Application. Haida Gwaii Joint Land Use Planning**

*Sample topics:*

United Nations Declaration of the Rights of Indigenous Peoples (Framework for Reconciliation)

national organizations

local and regional indigenous organizations

modern treaties and self-government

Royal Commission on Aboriginal Peoples

Indian Residential Settlement Agreement

Truth and Reconciliation Commission of Canada

disputes over land rights and use (e.g., Oka, Ipperwash, Gustafsen Lake)

Content – Elaborations

Metis status and rights (e.g., Daniels case)  
advocacy and activism

**restoring balance through truth, healing, and reconciliation in Canada and around the world:**

*Sample topics:*

Royal Commission on Aboriginal Peoples  
Final Report of the Truth and Reconciliation Commission of Canada and Calls to Action  
community healing initiatives  
cultural resilience (e.g., language, art, music, and dance as healing)  
culturally relevant systems (e.g., restorative justice model)