**ABORIGINAL STUDIES 20**

# PROGRAM RATIONALE AND PHILOSOPHY

**RATIONALE**

The focal point of Aboriginal Studies 10–20–30 is the wealth and diverse nature of Aboriginal languages and cultures. The program of studies explores concepts within the students’ own unique context. It is intended to provide a conceptual framework for all learners to enhance understanding of the diverse Aboriginal cultures within their region, Canada and the world. The term “Aboriginal” refers to First Nations, Métis and Inuit.

Aboriginal Studies 10–20–30 reflects a perspective that encompasses and integrates the past, present and future of Aboriginal peoples. This program will provide all students with the opportunity to develop, explore and apply their own personal reflections on Aboriginal perspectives. Students will examine how Aboriginal peoples are striving toward maintaining and promoting cultures and identities that reflect values based on respect for the laws of nature and a continual pursuit of balance among individuals, the family unit, the larger community and global community.

The resiliency of Aboriginal peoples’ cultural heritages and languages has promoted a survival of their nations. In spite of many challenges, the majority of Aboriginal peoples in Canada have maintained traditional beliefs and value structures within their cultural framework.

It is important that Aboriginal students experience and feel a sense of pride of their own cultural heritage. This will enhance students’ self-esteem and increase the relevance of education.

For all students, the program can serve to increase an awareness, appreciation and understanding of the rich and long-lasting history, culture and contributions of Aboriginal peoples as part of our society. It can also serve to enlighten and contribute to discussion and analysis of Aboriginal issues.

Aboriginal Studies 10–20–30 is based on Aboriginal worldviews and experiences, and incorporates the following concepts:

* there is a need to respect, honour and celebrate Aboriginal cultures in Alberta, Canada and the world
* Aboriginal values and beliefs are resilient and relevant to global issues
* Aboriginal nations have strong, diverse and evolving cultures that have adapted to a changing world
* language/communication in all its forms is one of the essential means by which culture is learned.

## PHILOSOPHY

The anticipated results for the Aboriginal Studies 10–20–30 program are outlined below:

* encourages students to learn to identify key questions, organize and select relevant content, develop points of view and present their findings and conclusions
* emphasizes clear and effective communication
* fosters a sense of self-worth and pride by encouraging Aboriginal students to appreciate their cultural heritage and social, political and economic contributions to society
* illustrates that traditional Aboriginal communities are as diverse as the current Canadian cultural mosaic
* enables all students to demonstrate an understanding that societies are made up of individuals, but each individual has a responsibility to the well-being of the society
* illustrates the importance of the spiritual nature of Aboriginal peoples and their relationship with all things in the universe
* explores a largely oral and visual culture allowing students to gain appreciation of many communication and art forms
* helps all students to develop respect for the environment and commitment to use resources wisely
* helps all students to appreciate values related to their personal, ethical and spiritual beliefs
* helps all students to acquire the necessary skills and attitudes that will lead to a successful place in the world.

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| ABORIGINAL STUDIES 10 | ABORIGINAL STUDIES 20 | ABORIGINAL STUDIES 30 |
| The course is based on perspectives and worldviews of Aboriginal peoples. It includes the study of traditions and history of Aboriginal peoples in Canada, and particularly in Alberta. Student learning outcomes provide opportunities to examine such topics as governmental structures, literature, the arts and the sciences. | The course focuses on indigenous people from a Canadian and Alberta perspective. It includes the study of policies, legislation, conflict and cultural change. | Students will gain a greater under-standing of the current issues facing Aboriginal peoples worldwide. Aboriginal Studies 30 enables students to demonstrate an understanding of the issues of Aboriginal rights and self-government, Aboriginal land claims, Aboriginal peoples in Canadian society and Aboriginal world issues. |
| * Origin and Settlement Patterns * Aboriginal Worldviews * Political and Economic Organization * Aboriginal Symbolism and Expression | * The Métis: Conflict and Cultural Change * Treaties and Cultural Change * Legislation, Policies and Cultural Change * Schooling and Cultural Change | * Aboriginal Rights and Self-government * Aboriginal Land Claims * Aboriginal Peoples in Canadian Society * Aboriginal World Issues |

# GENERAL AND SPECIFIC OUTCOMES

## ABORIGINAL STUDIES 20

### THEME I: THE MÉTIS: CONFLICT AND CULTURAL CHANGE

**GENERAL OUTCOME**

*Students will* demonstrate an understanding of the Métis roles in the settlement of Western Canada.

**Related Concepts**: government definition of Métis Nation, family structure, cultural mixing, conflict, power, authority, negotiation, common grounds, “scrip,” armed conflict, rights, institutions, resistance, rebellion.

**SPECIFIC OUTCOMES**

*Students will:*

1. demonstrate an understanding of the emergence of the Métis and how they evolved into a new Aboriginal culture in Canada:
   * develop an understanding of the term “Métis” by discussing its past and present meanings
   * examine how the culture of the Métis people emerged from the roles they played in the fur trade
   * evaluate and appreciate Métis people’s contributions
   * respond to the sensitivity of interrelated, interconnected and interdependent relationships by discussing “cultural mixing”
2. appreciate that conflict can arise among cultures because of differing political, economic and social perceptions and practices:
   * discuss how first contact caused conflict and alliances between cultures
   * appreciate and respect the importance of negotiation in resolving conflict
   * appreciate the nature and use of power and authority
   * research and evaluate conflicts and cooperation between the Government of Canada and the emerging Métis Nation with respect to:
     + significance of the survey of the Red River settlement and the role of surveyors
     + characteristics of the lives of Métis and First Nations people
     + the impact of the disappearance of the buffalo and decline of the fur trade
     + the impact of “scrip” on Métis people
3. demonstrate an understanding of Métis history in Manitoba and Saskatchewan:
   * examine how a minority group with its own political and social institutions will sometimes oppose new cultural institutions that are seen to be forced upon them by the majority culture
   * define and contrast the differences between “rebellion” and “resistance”
   * discuss the intentions and impact of the Canadian government’s efforts to build a strong and unified nation
   * identify and evaluate the reasons for the conflict in Manitoba surrounding the *Manitoba Act* of 1870
   * discuss the role of First Nations people in the Riel Resistance
   * evaluate the after-effects of the Riel Resistance on the lives of Métis people relative to changes in lifestyles
4. demonstrate an understanding of how Métis culture and lifestyles were affected as a result of the defeat of the Métis at Batoche:
   * analyze the hardships that Métis people faced with regard to adjusting to a changing and differing lifestyle
   * discuss the effects on Métis people following the Riel Resistance with regard to:
     + Métis life after conflict
     + migration of the Métis from the Red River settlement to other parts of Western Canada
     + “scrip”
     + establishment of Métis settlements in Alberta
     + organization of non land-based Métis
   * research the early history of one of the Métis political organizations in Alberta and their journey for self-determination, and report on the following:
     + purpose of the Ewing Commission and its findings
     + reasons for the establishment of Métis colonies in Alberta
     + founding of the Métis Association and the role of Métis leadership as demonstrated by Joseph Dion, Malcolm Norris, James Brady, Felix Callihoo, Peter Tomkins
     + role of Métis women
     + role of the Roman Catholic Church; *e.g., St. Paul de Métis*
   * analyze and evaluate the concerns of Métis people regarding self-government in the contemporary Canadian society.

**THEME II: TREATIES AND CULTURAL CHANGE**

**GENERAL OUTCOME**

*Students will* demonstrate an understanding of the effects of treaty relationships between First Nations people and the Government of Canada.

**Related Concepts**: sovereignty, treaties, reserves, rights, decision making, paternalism, protectionism, diversity, inherent rights, sovereign rights, self-government, self-determination, tradition, ceded lands, crown land.

**SPECIFIC OUTCOMES**

*Students will:*

1. demonstrate an understanding that First Nations people perceived treaties as recognized sovereign agreements:
   * analyze how Britain recognized First Nations sovereignty:
     + discuss unique relationships among community, land and leadership based on mutual support and consensus
     + discuss how First Nations community needs were met by examining their cultural values, laws and regulations, decision making, nation/community support, discipline and lawbreakers
     + describe similarities and differences among clans, bands and families in the areas of leadership, cooperative efforts, governance, consensus, consultation, administration, law, principles of sovereignty
   * research the intent of treaties:
     + describe how First Nations people developed coexisting relationships through contact resulting from trading, making treaties, making alliances, sharing territories
     + describe how First Nations established crown land to be protected and held in trust
   * compare and contrast the First Nations views of unique relationships to land based on laws of nature as opposed to economic pursuits, material wealth and technology
   * appreciate that the unique relationship between First Nations people and the land is rooted in traditional beliefs
2. demonstrate an understanding that First Nations people based treaty agreements on the principle of consensus based on traditional beliefs:
   * identify, locate and discuss treaties that were of peace and friendship
   * appreciate First Nations as seeking solutions that have spiritual, social and environmental integrity
3. demonstrate an understanding of how some treaties were a mechanism whereby the Canadian government received title to ceded lands and in return First Nations retained areas of reserved land with certain rights:
   * identify, locate and discuss land-based treaties
   * research and discuss treaties signed on the prairies:
     + reasons for treaties by First Nations and the Canadian government
     + reasons why First Nations accepted the treaties
     + areas of Treaty 6, 7 and 8 and the Nations involved
   * discuss the roles of people who were influential in treaty making; *e.g., Jerry Potts, Big Bear, William Robinson, Red Crow, Poundmaker, James McLeod, George McDougall, Crowfoot*
   * appreciate, respect and compare the viewpoints of First Nations people, Métis people and the federal government toward treaties
4. demonstrate an understanding of the influences of missionary religious institutions on First Nations and Métis people
5. demonstrate an understanding that there were many policies, acts and treaties passed by the federal government that had an impact on First Nations people and their way of life:
   * research and evaluate the *Royal Proclamation* of 1763 and the *Indian Act* of 1876, as it relates to:
     + protectionism, control and assimilation
     + the *Indian Act* amendments concerning Indian ceremonies
6. demonstrate an understanding of why the First Nations people resisted government policies:
   * analyze *Bill C–31*, its history and implications
   * analyze the federal government policy and attitude toward disenfranchisement
   * analyze the proposed policies of the government; e.g., *White Paper*, 1969,1 and identify other policies that affected First Nations people
   * analyze the *Red Paper*,2 a counter proposal by Alberta Indian Chiefs
7. demonstrate an awareness that First Nations people throughout the world are diverse in their culture, identity and security:
   * compare the similarities and differences among the spiritual, political, economic, educational and social structures, and inherent rights of indigenous people in other parts of the world
8. demonstrate an understanding that First Nations people of Canada and the world share a common view of inherent rights:
   * examine and evaluate the current state of inherent rights of indigenous people in other parts of the world
   * appreciate and respect that First Nations people throughout the world share a common view of the inherent right to govern themselves
9. demonstrate an understanding that there are differences of opinion among First Nations people and the federal and provincial governments regarding treaty rights:
   * appreciate and respect First Nations who seek cultural continuity for self-determination
   * appreciate and respect the differing viewpoints of negotiations and agreements between the federal government and First Nations people
10. demonstrate an appreciation for First Nations groups and leaders who are committed to the struggle of self-determination and the continuation of their culture, institutions and traditions:
    * discuss the following organizations and their position on inherent rights and self-government:
      + First Nations
      + Métis Nation
      + Métis Settlements General Council
      + federal government
      + provincial and territorial governments
    * identify and analyze the differences and reasons for the views on self-government by these groups:
      + First Nations
      + Métis Nation
      + Métis Settlements General Council
      + federal government
      + provincial and territorial governments.

**THEME III: LEGISLATION, POLICIES AND CULTURAL CHANGE**

**GENERAL OUTCOME**

*Students will* demonstrate an understanding of the effects of government policies, legislation and practices on Aboriginal cultures and peoples.

**Related Concepts**: legislation, imperialism, colonization, values, migration, displacement, reserves, exploitation, assimilation, isolation, alienation, stereotyping, racism, socio-economic position,

self-reliance, self-sufficiency, economy.

**SPECIFIC OUTCOMES**

*Students will:*

1. demonstrate an understanding of the nature and impact of the legislation and policies of the French and British governments on Aboriginal peoples:
   * identify the differences between French and British government policies affecting Aboriginal peoples, and evaluate the impact of those policies on Aboriginal peoples
   * evaluate and report on how legislation enacted by the British government demonstrated the perspective of that government by reviewing relevant excerpts from the following acts, and summarizing their purpose and effects on Aboriginal peoples:
     + *Royal Proclamation*, 1763
     + *Gradual Civilization Act*, 1857
     + *British North America Act*, 1867
     + *Indian Enfranchisement Act*, 1867
     + *Indian Act*, 1876
2. demonstrate an understanding of the impact of federal government legislation and policies on Aboriginal peoples:
   * analyze the process and effects of instituting the reserve system
   * evaluate the significance of the *Royal Proclamation*, 1763
3. demonstrate an understanding of the impact of change upon Aboriginal peoples:
   * research and report on the concept of Indian reserves:
     + reasons for establishing reserves
     + choice of locations in Alberta
     + groups involved, dates and timelines from the signing of the treaties to the present
     + impact on changes in lifestyle
     + concept of displacement
     + history of the reserve concept as it relates to imperialism and colonization; *e.g., New France, Upper Canada or British Columbia*
     + use of permits to restrict freedom of movement
     + relocation and the role of the North West Mounted Police (NWMP) and Royal Canadian Mounted Police (RCMP)
4. demonstrate an understanding of how the socio-economic and political positions of Aboriginal peoples are affected by the policies implemented by the federal government:
   * identify and discuss the impact of federal government policies, legislation and practices on socio-economic needs of Aboriginal peoples
   * evaluate the impact of *Bill C–31*, 1985, on Aboriginal peoples
5. research, analyze and evaluate the impact of federal government policies, legislation and practices on the self-determination and quality of life of Aboriginal peoples; *e.g., any two of the following: health, education, justice, economics, socio-cultural.*

**THEME IV: SCHOOLING AND CULTURAL CHANGE**

**GENERAL OUTCOME**

*Students will* demonstrate an understanding of how federal government policies affected the socialization process of traditional Aboriginal education.

**Related Concepts**: formal education, cultural identity, socialization, cultural transmission, integration, cultural evolution, religion, band-operated schools.

**SPECIFIC OUTCOMES**

*Students will:*

1. demonstrate an understanding that education plays an important role in the socialization process of a society and in the retention and transmission of its cultural identity:
   * research and describe the holistic nature of traditional education
   * compare traditional education with the post-contact educational system
   * appreciate how members of a society maintain their cultural identity
2. demonstrate an understanding of the history of formal education for Aboriginal students:
   * prepare a timeline of significant events that traces the evolution of Aboriginal education beginning with the arrival of the missionaries to the present day in Alberta; *e.g., Alberta missionaries:*
     + Reverend Robert Rundle, Methodist, Fort Edmonton, 1840
     + Father Jean-Baptiste Thibault, Lac Sainte-Anne, 1842
     + Father Joseph Bourassa, Lac Sainte-Anne, 1845
     + Reverend Henry Bird Steinhauer, Lac La Biche, 1855
     + Father Albert Lacombe, 1865
     + Reverend George MacDougall and son John, Morley, 1873
3. demonstrate an understanding that after the signing of the treaties, a policy of assimilation was undertaken by the federal government in the schooling of Aboriginal children:
   * define “assimilation”
   * evaluate the effects assimilation had on Aboriginal children
   * examine and describe the types of schools provided for Aboriginal students in Alberta:
     + industrial schools; *e.g., Red Deer, Dunbow and Calgary for older students*
     + residential/missions; *e.g., Saddle Lake, Edmonton, Hobbema, 1883–1950s*
     + day schools on reserves; *e.g., 1880s to present*
     + boarding schools; *e.g., Kainai Anglican School*
     + schools operated by school authorities
     + band-operated schools
     + post-secondary; *e.g., Blue Quill, Red Crowe College*
     + federally operated (6) Head Start
   * analyze the impact of federal policies on the education of Aboriginal peoples
4. demonstrate an understanding of the impact of residential schools on Aboriginal children:
   * describe the federal government’s purpose for establishing residential schools
   * analyze the mandate of a residential school; *e.g., locations, administration, curriculum*
   * research and report on the curriculum in residential schools:
     + language of instruction
     + religious instruction
     + curriculum content
   * examine and report on the outcomes and effects of the residential school policies and practices on Aboriginal students and their parents
5. demonstrate an appreciation of the difficulties faced by many Aboriginal students being placed in public schools and other school systems:
   * examine the federal government policy of “integration” in the late 1950s that placed Aboriginal students in public and separate school systems
   * examine and describe the reasons for the changes in federal government policy from one of assimilation to integration
   * evaluate the impact of Aboriginal students being relocated or bussed in order to be educated in public schools
6. demonstrate an understanding of how Aboriginal education has become a key issue between some Aboriginal peoples and the federal and provincial governments:
   * describe some initiatives that foster and encourage involvement of Aboriginal peoples in schools operated by school authorities
   * appreciate and respect the differing viewpoints of Aboriginal peoples toward treaties, rights, educational goals and government policy.