

### GOAL

The goal of this unit is to study the historical journey of BC First Nations peoples.

### OBJECTIVES

Having completed this unit you will be able to:

- Explain the initial mutual economic advantages of trading
- Explore the initial dependent relationship of the European traders on First Nations
- Identify the different relationships between maritime and land-based fur trades
- Describe the establishment of European settlements, forts, and their policies
- Understand the affect of colonialism, imperialism and disease on First Nations
- Explain the shift in the balance of power between both cultures
- Describe the concept of a title and a treaty
- Outline the specific details and the clauses of the 1876 *Indian Act*
- Explain what are Indian reserves and describe early resistance to their establishment
- Describe the concept and injustice of State and Church run education
- Understand the significance of *Treaty 8* and the 1911 *Victoria Conference*
- Compare and contrast traditional First Nations and European economies
- Describe the exploitation and appropriation of the natural resources of BC
- Outline differences between traditional resource gathering and European farming
- Examine the impact of changing economies on First Nation peoples

### WHAT TO DO IN THIS UNIT

- This unit uses the textbook *B.C. First Nations Studies*.
- Ask your teacher for the Unit 4 worksheet.
- Read Chapter 6 from pages 90 - 107 on *Canada Takes Control, 1871 - 1911*. Follow the instructions and complete all the questions and assignments in the worksheet. Be sure to research and understand all of the keywords suggested for this unit.
- Read Chapter 7 from pages 108 - 121 on *Adapting to New Economies*. Follow the instructions and complete all the questions and assignments in the worksheet. Be sure to research and understand all of the keywords suggested for this unit.
- For each worksheet that you complete, check your answers with the unit answer key.
- When you are ready, ask your teacher for the Unit 4 Test. Remember, you must get 80% to pass, so studying hard is essential.

**Directions:** Answer each of the following questions after reading the appropriate section in the textbook. If you are not sure what section to read, check your course outline.

## Part A

1. Discuss the impact of the *BNA* or *Constitution Act* of 1867 upon First Nations peoples:
2. Describe the state of First Nations rights under the administration of *Joseph Trutch*:
3. Explain the “*Terms of the Union*” for creating reserve lands when BC joined Canada in 1871:

6. Explain the impact and consequences of the passing of the *Indian Act*. Who was G. M. Sproat?

7. Describe First Nations early resistance and protests to alienation from their land:
8. Summarize the 1874 petition to the *Indian Commissioner* in the *Original Documents* excerpt:
9. What was the Canadian Government's position on the subject of the size of reserve lands?



13. Did all aboriginal children go to *Residential Schools*? Why did residential schools fail so badly?
14. Explain the government of BC's historical attitude towards *Aboriginal rights*?
15. Describe the circumstances and unrest leading up to, and resulting in the signing of *Treaty 8*:

16. Describe the first attempts to organize First Nations in BC and the *1911 Victoria Conference*:
17. Who spoke out against Rev. C.M. Tate's petition at the *1911 Victoria Conference*? Why?
18. Discuss the events of March 3, 1911. Explain how these events ignored aboriginal land titles:

## Part B

19. Discuss the difficulties changing from traditional economies to a wage earning economy:
20. Explain the appropriation of valuable land and resources from First Nations peoples:
21. What role did First Nations labour play in the fishing industry from 1880 until the 1970's?



22. How did First Nations help turn the tide in favour of the *Fisherman's Union* strike in 1900?  
Why was the Fraser River strike so important an issue?
23. What steps did First Nations fishermen take to organize themselves politically?
24. Discuss the advantages enjoyed by fishers of European descent in setting up their industry:

25. Compare & contrast First Nations versus European agricultural strategies and their assumptions:
26. Explain some of the topical issues faced by First Nations people as a result of Euro-settlement:
27. In what three ways did First Nations people involve themselves in agriculture?

28. Explain the importance of the *Hop Industry*, both economically and socially for First Nations:
29. Discuss the involvement of First Nations in the BC cattle and ranching industry:
30. Describe the traditional involvement of *Tsimshian* women in the forestry and logging industry:

31. Describe the impact of new economies upon First Nations economies and social structures:

32. What factors encouraged the massive growth of capitalism in the late 19<sup>th</sup> century?

33. Summarize the results of European capitalism on the relationship of First Nations with the land:

Name:

Date:

/50

%

**PART A** Place the letter of the correct definition for each term in the blank space to the left. (1 mark each)

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|------------------------------------|--|
| _____ 1. G. M. Sproat              | A. To take possession of something unlawfully or without authority.  |
| _____ 2. Enfranchisement           | B. Provincial regions administered by an appointed Indian Agent.     |
| _____ 3. Rivers Inlet              | C. Coldstream colonial land owner and Governor General of Canada.    |
| _____ 4. Tamanawas                 | D. Became BC's first lieutenant-governor in 1871.                    |
| _____ 5. Appropriate               | E. The Owikeno people live at its head and fished for centuries.     |
| _____ 6. Joseph Trutch             | F. The first commissioner appointed to oversee reserve lands.        |
| _____ 7. Hop industry              | G. Cattle rancher and leader of the Okanagan people of Spaxomin.     |
| _____ 8. Agencies                  | H. The right to vote in elections if you give up your Indian Status. |
| _____ 9. Chief Johnny Chillihitzia | I. The first agricultural industry to hire First Nations seasonally. |
| _____ 10. Earl of Aberdeen         | J. A ceremonial and celebratory First Nations dance.                 |

**PART B** Each of the following questions requires a short answer.

1. Describe the initial creation of the *Indian Act* and its general impact on First Nations peoples. (4 marks)

2. Discuss some of the provisions and conditions imposed upon First Nations by the *Indian Act*. (4 marks)
3. Describe the relationship between the State and Church education. What was school life like? (4 marks)
4. Did all aboriginal children go to *Residential Schools*? Why did residential schools fail so badly? (4 marks)

5. Describe the circumstances and unrest leading up to, and resulting in the signing of *Treaty 8*. (4 marks)
6. What was the Canadian Government's position on the subject of the size of reserve lands? (4 marks)
7. Discuss the impact of new economies upon First Nations economies and social structures. (4 marks)

8. In what three ways did First Nations people involve themselves in agriculture? (4 marks)

9. Explain the importance of the *Hop Industry*, both economically and socially for First Nations? (4 Marks)

10. What factors encouraged the massive growth of capitalism in the late 19<sup>th</sup> century? (4 marks)