

## GOAL

The goal of this unit is to study the legacy of colonialism in First Nations history.

## OBJECTIVES

Having completed this unit you will be able to:

- Compare and contrast the diversity between traditional and contemporary society
- Discuss the misconceptions about First Nations entitlements under the *Indian Act*
- Explain the various needs and goals for economic development for Aboriginal peoples
- Identify several examples of successful economic development and resource management
- Examine the ways in which First Nations communities can return to local control
- Outline the importance of resource management and tourism to First Nations communities
- Explain the significance and consequences of the urban experience for aboriginal people
- Discuss the extreme importance of language revival, traditional & contemporary education
- Understand the need for self-determination and governance for First Nations
- Identify several models and case studies with respect to self-government
- Outline the six steps involved and the alternates to the *Treaty* process in British Columbia
- Discuss the significance of the creation of the *Nisga'a Lisims* government
- Identify the frustrations and direct actions taken by First nations groups in recent years
- Outline the issues surrounding the 2002 referendum on the treaty negotiation process

## WHAT TO DO IN THIS UNIT

- This unit uses the textbook *B.C. First Nations Studies*.
- Ask your teacher for the Unit 7 worksheet.
- Read Chapter 12 from pages 176 - 194 on *First Nations Society Today*. 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 13 from pages 195 - 207 on *Self-Government and Treaties*. 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 7 Test. Remember, you must get 80% to pass, so studying hard is essential.
- Ask your teacher for the Leadership & Self-determination Project #3 worksheet. It contains a list of suggested topics for your project taken a number of different resources.
- The major projects may only be completed once and they make up 40% of your total grade. Work hard on them so that you can get the best mark possible!





8. Why is economic development fundamental to, and so closely linked to self-government?

9. Outline 6 major goals for development heard by the *Royal Commission on Aboriginal Peoples*:

10. Explain the importance of local First Nations input and control over resource management?



14. What are the educational issues surrounding the integration of aboriginal students into schools?

15. What was the *Sullivan Report* ? Why was it important and what recommendations did it make?

16. Outline the leadership role played by the *First Nations Education Steering Committee*:



21. What important measures have been taken to save and revitalize the use of traditional languages?

22. Who is *Dave Elliot* and what is the *SENCOIEN* alphabet?

### **Part B**

23. Describe the factors affecting self-determination for First Nations peoples:



24. What are the three different models of self-government First Nations might choose?

25. Discuss two groups of First Nations who have been successful in achieving self-government:

26. Briefly describe the historical and present state of treaty negotiations in British Columbia:

27. Outline the six steps in the current *British Columbia Treaty Process*:

28. Briefly describe the importance of the creation of the *Nisga'a Lisims Treaty* and government:



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)

- |                                    |  |
|------------------------------------|--|
| _____ 1. Ovide Mercredi            | A. First Aboriginal-owned winery in Canada located in Osoyoos, BC                                |
| _____ 2. Indian Act                | B. In BC this involves six distinct stages of negotiation.                                       |
| _____ 3. Sechelt Indian Band       | C. Complex process requiring support of government & community.                                  |
| _____ 4. Treaty process            | D. Under the ultimate authority of the Minister of Indian Affairs.                               |
| _____ 5. Economic independence     | E. Devised by Dave Elliot, each letter phonetically denotes a sound.                             |
| _____ 6. Wilp                      | F. Certificate of Indian Status card.  |
| _____ 7. Band council system       | G. The former National Chief of the Assembly of First Nations.                                   |
| _____ 8. Nk'Mip Project            | H. Called house groups of closely aligned extended families.                                     |
| _____ 9. Interior Nations Alliance | I. The first in Canada to achieve self-government.   |
| _____ 10. SENCOIEN alphabet        | J. The Southern Carrier, Tsilhqot'in, St'at'imc, Shuswap, Nlaka'pamux, and the Okanagan Nations. |

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

1. Describe the function and mandate of the *Aboriginal Healing Foundation* established in 1998. (4 marks)

2. Outline 6 major goals for development heard by the *Royal Commission on Aboriginal Peoples*. (4 marks)

3. Explain the importance of local First Nations input and control over resource management? (4 marks)

4. Describe what is the *Indian Residential Survivor Project* ? (4 marks)

5. Describe several BC provincial educational initiatives aimed at improving aboriginal education. (4 marks)
6. Outline the leadership role played by the *First Nations Education Steering Committee*. (4 marks)
7. What important measures have been taken to save and revitalize the use of traditional languages? (4 marks)

8. What are the three different models of self-government that First Nations people might choose? (4 marks)

9. Outline the six steps in the current *British Columbia Treaty Process*: (4 Marks)

10. Describe the importance of the creation of the *Nisga'a Lisims Treaty* and self-government. (4 marks)