

BUR OAK SECONDARY SCHOOL
 Department of History & Humanities
First Nations, Metis, and Inuit in Canada
 Course Outline: NAC20 Credit Value: 1.0

Textbook: Akiwenzie- Damm Kateri, Sonny Assu and Brandon Mitchell. *This Place: 150 Years Retold*. Winnipeg: Portage and Main Press. 2019.

Curriculum Policy: The Ontario Curriculum Grades 9 to 12: *First Nations, Metis and Inuit Studies*, 2019.
<http://www.edu.gov.on.ca/eng/curriculum/secondary/First-nations-metis-inuit-studies-grades-9-12.pdf>

Prerequisite: None

COURSE DESCRIPTION:

This course explores the histories of First Nations and Inuit in Canada from precontact, as well as Métis from their beginnings, to the present day. Students will examine the continuing impact of past social, cultural, economic, political, and legal trends and developments on First Nations, Métis and Inuit individuals and communities. Students will apply the concepts of historical thinking and the historical inquiry process to investigate a range of issues, events, and interactions that have affected First Nations, Métis, and Inuit individuals and communities, including those that continue to affect relations between Indigenous and non-Indigenous peoples in Canada.

UNITS OF STUDY:

<p>Unit 1: <i>Before 1500 - Thriving Civilizations</i></p> <ul style="list-style-type: none"> • Naming and Language in Indigenous Societies • Worldviews • Demographics migration and settlement • Land Acknowledgements • Inquiry into the social structure of pre-Contact societies • Inter-nation Politics - the Haudenosaunee Confederacy and the Great Peace • Treaties 	<p>Unit 2: <i>1500–1763 - The Imposition of Colonialism – Contact, Conflict, and Treaties</i></p> <ul style="list-style-type: none"> • Early colonization • Exchange and The Fur Trade • Emergence of the Metis Nation • First Nations and Metis leaders • Early Treaties • Iroquois or Beaver Wars • Indigenous Sovereignty • The Royal Proclamation
<p>Unit 3: <i>1800-1900 - Settler and State Expansion and Indigenous Resistance</i></p> <ul style="list-style-type: none"> • Settler expansion • First Nations Loyalists • War of 1812 • The Indian Act • Clearing the Plains • Riel Rebellion • Consequences of the Indian Act • Residential Schools 	<p>Unit 4: <i>1900-Present - Resilience, Determination, and Reconciliation</i></p> <ul style="list-style-type: none"> • First Nations, Metis and Inuit contributions to WWI and WWII • Indigenous Movements (F.O. Loft, Indian Brotherhood, Native Voice) • Forced Inuit Relocation • Sled Dog Slaughter • The Right to Vote • The Sixties Scoop • The White and Red Papers • Sovereignty, Treaty Rights and Land Claims • The Truth and Reconciliation Commission • UNDRIP • Missing and Murdered Indigenous Women Inquiry
<p>Course Culminating Activities: Portfolio and Discussion</p>	

OVERALL CURRICULUM EXPECTATIONS

A. Research and Inquiry Skills

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of the history of Indigenous peoples within the boundaries of contemporary Canada from precontact to the present day;

A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.

B. BEFORE 1500 - Thriving Civilizations

B1. Social, Economic, and Political Context: analyse some key political alliances as well as key aspects of social and economic life among some First Nations and Inuit societies prior to 1500 in different regions of what would be called North America, with a particular focus on societies in the territories that would become Canada (FOCUS ON: Continuity and Change; Historical Perspective)

B2. Communities, Conflict, and Cooperation: demonstrate an understanding of some key interactions and settlement patterns of major First Nations and Inuit societies prior to 1500 in different regions of what would be called North America, with a particular focus on societies in the territories that would become Canada (FOCUS ON: Historical Significance; Cause and Consequence)

B3. Identities, Cultures, and Self-Determination: analyse how various factors contributed to the identities, well-being, and heritage of some First Nations and Inuit societies prior to 1500 in different regions of what would be called North America, with a particular focus on societies in the territories that would become Canada (FOCUS ON: Historical Significance; Historical Perspective)

C. 1500–1763 The Imposition of Colonialism – Contact, Conflict, and Treaties

C1. Social, Economic, and Political Context: analyse some key social, economic, and political developments that affected Indigenous peoples in different regions of Canada between 1500 and 1763, and some changes that resulted from these developments (FOCUS ON: Cause and Consequence; Continuity and Change)

C2. Communities, Conflict, and Cooperation: analyse interactions among Indigenous peoples and between Indigenous peoples and European colonists and governments in different regions of Canada between 1500 and 1763, as well as some factors that affected these interactions (FOCUS ON: Historical Significance; Historical Perspective)

C3. Identities, Cultures, and Self-Determination: analyse how attitudes, beliefs, and values of Indigenous and European peoples affected First Nations and Métis individuals and communities in different regions of Canada between 1500 and 1763 (FOCUS ON: Cause and Consequence; Historical Perspective)

D. 1763–1876 Settler and State Expansion and Indigenous Resistance

D1. Social, Economic, and Political Context: describe some key social, economic, and political issues, trends, and developments that affected Indigenous peoples in different regions of Canada between 1763 and 1876, and analyse their impact (FOCUS ON: Historical Significance; Continuity and Change)

D2. Communities, Conflict, and Cooperation: describe some key developments in relations between Indigenous peoples, settlers, and colonial/dominion governments in different regions of Canada between 1763 and 1876, and explain their significance (FOCUS ON: Historical Significance; Cause and Consequence)

D3. Identities, Cultures, and Self-Determination: analyse how beliefs, values, and the contributions of various individuals and groups helped shape the development of Indigenous rights, identities, and heritage in different regions of Canada between 1763 and 1876 (FOCUS ON: Cause and Consequence; Historical Perspective)

E. 1876–1969 Assimilation, Encroachment, and Life in the Industrial Age

E1. Social, Economic, and Political Context: describe some key social, economic, and political issues, trends, and developments, including the Indian Act, that affected Indigenous peoples in Canada between 1876 and 1969, and analyse their impact (FOCUS ON: Cause and Consequence; Historical Perspective)

E2. Communities, Conflict, and Cooperation: analyse various factors that affected interactions between Indigenous and non-Indigenous people in Canada between 1876 and 1969 (FOCUS ON: Historical Significance; Continuity and Change)

E3. Identities, Cultures, and Self-Determination: analyse how various individuals, groups, and issues contributed to the development of Indigenous identities, cultures, and rights in Canada between 1876 and 1969 (FOCUS ON: Cause and Consequence; Historical Perspective)

F. 1969 to the Present Resilience, Determination, and Reconciliation

F1. Social, Economic, and Political Context: describe some key social, economic, and political issues, trends, and developments that have affected Indigenous peoples in Canada from 1969 to the present, and analyse their impact (FOCUS ON: Historical Significance; Continuity and Change)

F2. Communities, Conflict and Cooperation: analyse various legal and demographic developments involving Indigenous peoples in Canada, as well as responses to them, from 1969 to the present (FOCUS ON: Cause and Consequence; Continuity and Change)

F3. Identities, Cultures, and Self-Determination: analyse how various individuals, groups, and issues have contributed to the development of Indigenous identities, cultures, and rights in Canada since 1969 (FOCUS ON: Historical Significance; Historical Perspective)

Program Planning Considerations

Assessment, instructional and environmental accommodations are provided to individual students as per their IEP. Similarly, adaptations for ELLs are provided based upon the student's level of language development, strengths and needs.

Learning Environment

This course provides students with a variety of opportunities to learn about diversity and diverse perspectives. In an inclusive learning environment, all students see themselves reflected in the curriculum so that they can be engaged and empowered through their learning experiences. The learning environment will foster a sense of community where all students feel included and appreciated.

ASSESSMENT, EVALUATION AND COMMUNICATION OF STUDENT ACHIEVEMENT

The primary purpose of assessment and evaluation is to improve student learning. **The Achievement Chart** for Canadian and World Studies will guide all assessments and evaluations.

The **final grade** will be determined as follows:

- **70%** based on Assessment OF Learning (**including conversations, observations and products**) conducted throughout the course.
- **30%** based on the course culminating activities administered at or towards the end of the course.

Assessment and evaluation are divided into two important parts. The **grade** the student receives on a midterm or final report indicates achievement/ proficiency in Curriculum Expectations. A **level of competence** (*Needs Improvement, Satisfactory, Good or Excellent*) will be assessed and reported in the area of **Learning Skills and Work Habits: Independent Work, Collaboration, Responsibility, Initiative and Self-Regulation**. Throughout the course, the teacher will provide opportunities for students to receive formative feedback and to ensure students are on track to meet deadlines.¹

Tasks will be evaluated according to each of the following areas of achievement based on the assigned category weights:

Achievement Chart Category	Weight
Knowledge and Understanding: Facts and terms and understanding of concepts and theories	15%
Application: Ability to transfer ideas, draw conclusions, make predictions and connections	20%
Thinking: Critical and creative thinking and inquiry skills	15%
Communication: Ability to communicate information and ideas in a variety of ways	20%
Final Evaluations: Portfolio - 20%, Discussion - 10%	30%
Total	100%

¹ Please refer to the [Bur Oak Secondary Assessment, Evaluation and Communication Policy](#) for information on mark reporting, timely submission of assignments and academic honesty.