


## Effect of Government Actions on First Nations People CARC Social Studies

Please note, all support materials are after the lesson plan template and begin on page 6. Each support page is linked in the lesson plan. Click on the red push pin (  ) in each support page to return to the lesson plan template.

<b>Grade Level</b>	7	<b>General Outcome</b>	7.2 Students will demonstrate an understanding and appreciation of how political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities
<b>Time Frame</b>	4 – 5 classes	<b>Enduring Understanding (purpose of the lesson)</b>	Students examine how the First Nations people affected were by the actions of the Canadian Government (i.e., numbered treaties, establishment of Provinces and immigration).
<b>Developed By</b>	Jayne Schadeck and Sharon Richter		
<b>Critical Challenge/Big Idea</b>	<b>To what extent did a piece of government legislation benefit a particular group of people?</b>		
<b>Other Questions of Inquiry</b>	Extension activity: To what extent do the images illustrate the influence of cultural contact?		
<b>Value and Attitude Outcomes</b>	<b>Knowledge and Understanding Outcomes</b>	<b>Skills and Process Outcomes</b>	
<b>7.2.1 recognize the positive and negative aspects of immigration and migration (GC, LPP, C, I)</b> <b>7.2.2 recognize the positive and negative consequences of political decisions (PADM)</b>	<b>7.2.5.9</b> What impact did immigration have on Aboriginal peoples and on communities in Canada? (GC, CC, I, TCC) <b>7.2.5.15</b> How were the needs of varied populations considered through the creation of Alberta and of Saskatchewan? (LPP, TCC, PADM)	<b>Critical and Creative Thinking</b> <b>7.S.1.2</b> critically evaluate ideas, information and positions from multiple perspectives  <b>Historical Thinking</b> <b>7.S.2.1</b> Analyze historical issues in order to form or support an opinion	

<p><b>7.2.3 appreciate the challenges that individuals and communities face when confronted with rapid change (I, CC, LPP)</b></p>	<p><b>7.2.5.16</b> What were the underlying reasons for the negotiation of the numbered treaties? (C, I, LPP, TCC)</p>	<p>7.S.2.2 use historical and community resources to organize the sequence of historical events  <b>7.S.2.3</b> explain the historical contexts of key events of a given time period  <b>7.S.2.4</b> distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations of events</p> <p><b>Cooperation, Conflict Resolution and Consensus Building</b>  <b>7.S.5.3</b> consider the needs and perspectives of others</p> <p><b>Research for Deliberative Inquiry</b>  <b>7.S.7.1</b> develop a position supported by information gathered through research  <b>7.S.7.2</b> draw conclusions based on research and evidence  7.S.7.4 organize and synthesize researched information  <b>7.S.7.6</b> integrate and synthesize concepts to provide an informed point of view on a research question or an issue  7.S.7.7 practice responsible and ethical use of information and technology  7.S.7.8 include and organize references a part of research</p> <p><b>Communication</b>  <b>7.S.8.1</b> communicate information in a clear, persuasive and engaging manner, through written and oral means  7.S.8.4 examine the values, lifestyles and points of view represented in a media message</p>
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**Note: Outcomes 7.S.7.4, 7.S.7.7 and 7.S.7.8 are not summatively assessed in this challenge and therefore do not appear in bold above. The challenge and rubric can be modified to assess those outcomes if the teacher chooses. Likewise, outcomes 7.S.2.2 and 7.S.8.4 refer to the Extension activity.**

<p><b>Summative Assessment Strategies</b></p>	<p><b>Individual section of the poster project (see <a href="#">rubric</a> below)</b></p>
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<p><b>Introductory Activity/ The Hook</b></p>	<p>1. <b>Discussion of Resources</b></p> <p>Discuss a scenario with student in which oil disappears. What are the short term consequences? This discussion should lead to the disappearance of jobs initially then move to long term consequences such as lack of food (as gas is unavailable for grocery transportation), lack of consumer goods, and ultimately a lack of livelihood.</p>
<p><b>Teaching/ Learning Strategies and Activities</b></p>	<p>2. <b>First Nations in Western Canada</b></p> <p>As a class create a KQP (Know, Questions to Ask, Plan) chart. Ensure that students ask questions to discover historical context.</p> <p>3. <b>Research and Inquiry</b></p> <p>Students will be divided into six groups assigned one of the following:</p> <ul style="list-style-type: none"> <li>✓ Royal Proclamation of 1763</li> <li>✓ Quebec Act 1774</li> <li>✓ Indian Act 1876</li> <li>✓ Treaty #6</li> <li>✓ Treaty #7</li> <li>✓ Treaty #8</li> </ul> <p>Within each group, one student will be responsible for each of the following perspectives:</p> <ul style="list-style-type: none"> <li>✓ Government</li> <li>✓ Cree</li> <li>✓ Siksika</li> <li>✓ Immigrant (if groups have more than four members, this category can be divided into different immigrant groups)</li> </ul> <p>Students will then research the perspective for which they are responsible for the event which they are assigned. Students will need to plan their research including research questions that work for them. They can use the questions that were brainstormed as a class, as long as the questions work for their purpose. Have students retrieve information using a <a href="#">PMI Chart</a> in which they record benefits for their perspective group, challenges, faced by perspective group, and interesting information. Remind students to record the necessary source information for a bibliography. Possible resources are listed below for students to research. Note: the PMI chart may be eliminated for those students who do not require the scaffolding and can add their research directly to the <i>Significance of Legislation Chart</i> referred to in 4.</p>

	<p><b>4. Judging Impact</b></p> <p>Students must decide to what extent their researched legislation had significant impact on the group of people whose perspective they researched. To do this students can use the criteria:</p> <ul style="list-style-type: none"> <li>• effected a large number of people</li> <li>• lasting effect</li> <li>• important effect</li> </ul> <p>Students can use the <a href="#">Significance of Legislation</a> chart to help them decide. Students will also decide if the impact was mainly positive or negative; the last column on the chart should help them make an overall judgment.</p> <p><b>5. Legislation Poster Timeline</b></p> <p>Once students have completed their gathering of information, they will return to their groups to create a poster. Their poster will have the following requirements:</p> <ul style="list-style-type: none"> <li>✓ Name and date of the act or treaty</li> <li>✓ Historical context (the situation at the time) from each perspective</li> <li>✓ Graphics to clearly represent impact of legislation on each group of people</li> </ul> <p><b>6. Presentation</b></p> <p>Student groups will present their poster projects to the class. Emphasize to students that during their presentation they must make clear their reasons for deciding on the degree to which the event was significant and positive or negative for the group of people they researched. When each poster has been presented, create a class timeline to stretch across the room.</p> <p><b>Note: As a requirement of completing this assignment, students must compile a reference list of the resources they used in their research.</b></p>
<b>Extension</b>	<p><b>7. Image Analysis</b></p> <p>Students, as a group, can choose an image from the list in the resource section. They should do a quadrantal analysis of the image by cutting the image into four sections. Each member of the group should analyze a quadrant</p>

	<p>of the image completing a copy of the <a href="#">Image Analysis</a> below. As a group, students must show how the image illustrates the influence of cultural contact. This information can be included on the poster. A list of <a href="#">possible images</a> is included.</p> <p>Also each group must analyze a treaty medal using the <a href="#">Medal Analysis</a> chart below.</p>
<p><b>Resources</b></p>	<p><b>Internet Resources:</b></p> <p>Alberta Online Encyclopedia. (2005) <i>Elders' Voices</i>. The Heritage Community Foundation. Retrieved March 25, 2010 from <a href="http://www.abheritage.ca/eldersvoices/history/history_treaties.html">http://www.abheritage.ca/eldersvoices/history/history_treaties.html</a> (First Nations Elders' Voices on various aspects of history)</p> <p>Anglican Church of Canada. (1998). <i>Residential Schools: The Living Apology</i>. Retrieved March 25, 2010 from <a href="http://www.anglican.ca/rs/">http://www.anglican.ca/rs/</a></p> <p>Assembly of Manitoba Chiefs. (2007). <i>First Nations treaties with the British Crown</i>. Retrieved March 25, 2010 from <a href="http://www.manitobachiefs.com/amc/treaty/retracing.html">http://www.manitobachiefs.com/amc/treaty/retracing.html</a> (Concise information involving terms of treaties in Manitoba. Also on site are "Outside Promises" )</p> <p>Canadiana. (2001). <i>1876 - 1877: The Indian Act, 1876 and Numbered Treaties Six and Seven</i>. Retrieved March 25, 2010 from <a href="http://www.canadiana.org/citm/themes/aboriginals/aboriginals8_e.html#indianact">http://www.canadiana.org/citm/themes/aboriginals/aboriginals8_e.html#indianact</a></p> <p>Miller, R. J., Canadian Encyclopedia. (2010)<i>Residential Schools</i>. Historica Foundation. Retrieved March 25, 2010 from <a href="http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&amp;Params=A1ARTA0011547">http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&amp;Params=A1ARTA0011547</a></p> <p>Mitchell, C. <i>Terrified: Twentieth-Century Education for Native Americans Residential Schools</i>. Daniel Paul.org. Retrieved March 25, 2010 from <a href="http://www.danielnpaul.com/IndianResidentialSchools.html">http://www.danielnpaul.com/IndianResidentialSchools.html</a> (First Nations perspective on residential schools )</p> <p><b>Image List:</b> <a href="#">See Below</a> for a list of images from the Glenbow Museum archives.</p> <p>Glenbow Museum (2010) Archives Photographs. Retrieved March 25, 2010 from <a href="http://ww2.glenbow.org/search/archivesPhotosSearch.aspx">http://ww2.glenbow.org/search/archivesPhotosSearch.aspx</a></p>

<b>Formative Assessment Strategies</b>	Teachers can review charts at various stages to ensure students are on the right track. Group work will allow students to receive feedback from their peers on their progress.
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Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development  
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## Effects of Government Actions on First Nations People

### Poster/Presentation Rubric

Level Criteria	Excellent	Proficient	Adequate	Limited
<b>Explains historical context</b> (7.2.5.9, 7.2.5.15, 7.2.5.16, 7.S.2.3, 7.S.2.4)	Describes historical situation in a <b>comprehensive</b> manner	Describes historical situation in a <b>thorough</b> manner	Describes historical situation in a <b> cursory</b> manner	Describes historical situation in a <b>incomplete or confusing</b> manner
<b>Justifies significance from a perspective</b> (7.S.7.1, 7.S.7.2, 7.S.7.6)	Provides an <b>accurate</b> representation of perspective with an <b>insightful</b> and <b>precise</b> interpretation of consequences	Provides an <b>reasonable</b> representation of perspective with an <b>logical</b> and <b>relevant</b> interpretation of consequences	Provides an <b>plausible</b> representation of perspective with an <b>basic</b> and <b>ambiguous</b> interpretation of consequences	Provides an <b>simplistic</b> representation of perspective with an <b>confusing</b> and <b>irrelevant</b> interpretation of consequences
<b>Communicates information</b> (7.S.8.1)	Communicates key ideas and information in a manner that <b>significantly enhances</b> the message	Communicates key ideas and information in a manner that <b>substantially improves</b> the message	Communicates key ideas and information in a manner that <b>supports</b> the message	Communicates key ideas and information in a manner that <b>does little to support</b> the message
<b>Considers others in cooperative learning</b> (7.S.5.3)	<b>Purposefully</b> listens to, shares with, and supports the efforts of others	<b>Effectively</b> listens to, shares with, and supports the efforts of others	<b>Appropriately</b> listens to, shares with, and supports the efforts of others	<b>Little evidence that student</b> listens to, shares with, and supports the efforts of others

Comments:

# PMI Research Chart

Plus	Minus	Interesting



## Possible Images for Extension Activity

### From the Glenbow Archives

Number	Title	Date
NA-4406-2	Ojibwa treaty chief holding pipe, Red River area, Manitoba.	[ca. 1870s]
NA-642-15	First Nations chiefs and Methodist missionaries in Toronto, Ontario.	1886
NA-668-54	Red Crow, head Chief of the Bloods.	[ca. 1892-1895]
NA-3583-11	First Nations of Alberta family beside lodge, Calgary area, Alberta.	[ca. early 1900s]
NA-210-2	Thomas Chiniki, Stoney.	1904
NA-1263-4	Tom Chiniki and grandson at Kootenay Plains, Alberta.	1904
NA-201-1	Leading chiefs of the Blood	1905
NA-1263-13	Group of Stoney.	1908
NA-350-1	Yellow Horse, head chief of the Blackfoot and his wife.	[ca. 1910]
NA-659-1	Blackfoot in camp, Alberta.	[ca. 1910]
NA-274-1	First Nations at first Calgary Exhibition and Stampede.	September 1912
NA-659-2	Yellow Horse, Blackfoot head chief, and family, Blackfoot (Siksika) reserve, Alberta.	[ca. 1913-1915]
NA-768-1	Chief Yellow Horse, Blackfoot.	[ca. 1910-1917]
NA-670-62	South Peigan visitors to Blood Sun Dance.	[ca. 1913]
NA-807-4	Blackfoot people at Calgary Exhibition and Stampede.	[ca. 1920-1923]
NA-384-1	Duck Chief (1864-1948), Head Chief of the Blackfoot.	1927
NA-667-77	Heavy Shield, Blackfoot, Calgary, Alberta.	[ca. 1927]
NA-667-51	Tom Cutter, Blackfoot.	[ca. 1930s]
NA-667-117	Pilor Fox, Blackfoot.	[ca. 1930s]
NA-667-55	Duck Chief, Blackfoot.	[ca. 1938]
NA-2557-41	Treaty medal.	November 30, 1966
NA-659-5	One Spot, Blood chief, and wife.	n.d.
NA-1666-3	Many Good (Akay-suks-e-me) and Wolf Shoe, Blackfoot.	n.d.
NA-667-164	Tom Turned Up Nose and grandchildren, Blackfoot.	n.d.
NA-949-66	Chipewyan chiefs who accepted Treaty 8, Fond du Lac, Saskatchewan.	n.d.
NA-1670-1	Chief Jacob Johnstone, (Kah-kee-ka-pow), Cree, Saskatchewan.	n.d.
NA-667-399	Joe Big Plume, Sarcee (Tsuu T'ina), at Banff Indian Days, Banff, Alberta.	n.d.
NA-667-403	Joe Big Plume, Sarcee (Tsuu T'ina), Chief of Sarcee (Tsuu T'ina), 1922 - 1947.	n.d.
NA-3587-2	South Peigan chief seated in lodge.	n.d.
NA-2557-40	Treaty medal.	November 30, 1966

# Image Analysis: Noticing Details

Quadrant Analyzed \_\_\_\_\_

Detail (Evidence)	Inference

# Medal Analysis

	<b>Evidence (details)</b>	<b>Inference (what is the message?)</b>
<b>Dominance</b> (What are the most noticeable or most common objects?)	<b>Front</b>	<b>Front</b>
	<b>Back</b>	<b>Back</b>
<b>Placement</b> (What images are in the centre? Periphery?)	<b>Front</b>	<b>Front</b>
	<b>Back</b>	<b>Back</b>
<b>Prominence</b> (What is the relative size of the objects?)	<b>Front</b>	<b>Front</b>
	<b>Back</b>	<b>Back</b>