

**Aboriginal Peoples in Canada Grade 10 Correlations with Ministry of Ontario Curriculum Expectations in NAC 20 2019**

<b>A: HISTORICAL INQUIRY AND SKILL DEVELOPMENT</b>		
<b>A1 OVERALL EXPECTATION: 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 pre-contact to the present day</b>		
<b>Specific Expectations</b>	<b>Student Text</b>	<b>Teacher's Resource</b>
<ul style="list-style-type: none"> <li>• <b>A1.1</b> use appropriate terminology in their investigations when referring to Indigenous peoples, nations, traditional territories, customs, traditions, &amp; artefacts in Canada</li> </ul>	<p>Understanding and using terminology appropriately is embedded throughout the text in a variety of ways. A “Words Matter” feature runs throughout the text providing students with clear, concise, and accurate definitions of key terminology relevant to the text they are reading, e.g. p. x “world view.”</p> <p>p. ix Who are First Nations, Métis and Inuit Peoples? Definitions and explanations are an integral part of the running text.</p> <p>pp. x &amp; xi Aboriginal Ways of Knowing is a diagrammatic representation accompanying text</p> <p>pp xiv &amp; xv describe Historical Inquiry Concepts.</p> <p>Some definitions and/or explanations are provided in features, e.g. Word Connect p.46; an illustration, Fig 2-18 p.49; Perspectives p.52; Connections feature pp.114-115.</p>	<p>p. ii Words Matter; p.25 Starting Points; p.68 Info Spots; p.74 Word Notes; p.87 Active Citizenship; p.95-96 Words contextualized; Recommended Resources p.122 Using the Chapter Opener</p>
<ul style="list-style-type: none"> <li>• <b>A1.2</b> analyse how various factors have influenced changes over time in terminology used to identify/refer to Indigenous peoples and individuals in Canada</li> </ul>	<p>The Words Matter feature provides definitions throughout the text for numerous terms that are currently considered appropriate. Have students research to find out why some of these terms have changed.</p>	<p>pp.125-126 Historical Inquiry</p>
<ul style="list-style-type: none"> <li>• <b>A1.3</b> formulate different types of questions to guide investigations into issues, events, and/or developments in the history of Indigenous peoples in Canada from pre-contact to the present day</li> </ul>	<p>Model as set out in text with Inquiring Minds Questions that provide a purpose for reading and in the questions posed in Explore the Big Ideas at the end of each chapter as well as each Unit Performance Task.</p> <p>Historical Inquiry pp. xiv &amp; xv</p> <p>Questions are modelled throughout the text in various ways: Case Study Questions, e.g. pp. 238-239; Unit Performance Tasks; Features, e.g. p.187; Reflection p. 137; Thinking It Through p.174; Voices of the People p.51; Perspectives p.353</p>	<p>Students actively generate questions, e.g., p.262 Starting Points; p.233 Thinking It Through Q # 4</p>
<ul style="list-style-type: none"> <li>• <b>A1.4</b> select and organize relevant evidence &amp; information on aspects of the history of Indigenous peoples in Canada from a variety of primary and secondary sources, including Indigenous knowledge sources</li> </ul>	<p>Building Your Skills: Internet Research Skills p.103; Interpreting Primary Resources p.130; Analyzing News Stories p.304</p>	<p>p.137 Assessment &amp; Evaluation</p>
<ul style="list-style-type: none"> <li>• <b>A1.5</b> assess the credibility of sources and information relevant to their investigations, while respecting Indigenous world views and ways of knowing</li> </ul>	<p>Building Your Skills: Internet Research Skills p.103; Interpreting Primary Resources p.130; Analyzing News Stories p.304; Analyzing Images p. 357; Specific questions related to bias in Explore the Big Ideas, e.g. p. 3; Evidence questions posed in Thinking It Through, e.g. p.132</p> <p>Perspectives Features e.g. p.183 Caledonia Land Rights Crisis</p>	<p>p.165 Historical Inquiry; p.364 Making Connections; p.137 Assessment and Evaluation Opportunities</p>

Specific Expectations	Student Text	Teacher Resource
<ul style="list-style-type: none"> <li>• <b>A1.6</b> interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry</li> </ul>	Building Your Skills: Internet Research Skills p.103; Interpreting Primary Resources p.130; Analyzing News Stories p. 304; Analyzing Images p. 357; Making Past, Present and Future Connections pp. 391-392; Responses to questions in features of text e.g. Image Figures caption text e.g. p 49, Fig. 2-18; Perspectives: Debating Development p 102; Thinking It Through p. 301 Q # 3; Explore the Big Ideas, e.g. p 55 Q #3; Unit 3 Performance Task p.307	p.165 Historical Inquiry
<ul style="list-style-type: none"> <li>• <b>A1.7</b> use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments relating to Indigenous peoples in Canada</li> </ul>	The concepts of historical thinking and the processes of historical inquiry are used throughout the text to investigate issues and events related to Indigenous peoples in Canada. Each chapter of the text highlights the historical inquiry processes that are being focused on in the chapter. Inquiring Minds questions posed at the beginning of each chapter help students focus on the identified processes. Selected features e.g. Case Studies: p.262 Justice-or Murder-in the North; Perspectives, e.g. p.298, Shifting Perspectives; Thinking It Through p.250; Explore the Big Ideas at the end of every chapter, e.g. p.251; Unit Performance Tasks, e.g. Unit 3 p.307; Intro xiii–xv Critical Thinking in History	p. i Instructional Design; p.v-viii; p. xi–xii Presenting a Balanced Perspective
<ul style="list-style-type: none"> <li>• <b>A1.8</b> evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating</li> </ul>	Thinking it Through Features are spread throughout the text, e.g. p.91 Q #3; Unit Performance Tasks; Explore the Big Ideas are at the end of most chapters; Building Your Skills Feature: Listening Actively to Draw Insights p. 39; Internet Research Skills p.103; Interpreting Primary Resources p.130; Map Study p.138; Analyzing News Stories p.304; Perspective Features, e.g. Debating Development p.102, Interpreting Treaties p.123, Shifting Perspectives p. 298; Connections Feature, e.g. Comparing Approaches to Governance p. 216; Should Banishment be Legal p.277; Case Study, e.g. The People of Grassy Narrows p 94; Voices of the People p.204	p.iv Thinking It Through, e.g. p. 306; p.iv Building Your Skills; p. v; p. 307; p. iv; p.52 The Meaning of Aboriginal; p.130-131
<ul style="list-style-type: none"> <li>• <b>A1.9</b> communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose</li> </ul>	Building Your Skills: Making and Using Thesis Statements to do Research p.76; Making Past, Present & Future Connections pp.391-392; Unit Performance Tasks; Selected Reflection Features e.g. Thinking it Through Q # 2 Perspectives, p. 284	p.465 Making Connections para.4; Reflection Features p. ii; Perspective feature, Historical Inquiry: Perspectives, p 355; p.11 Unit Performance Tasks–Rubrics accompany each task.
<ul style="list-style-type: none"> <li>• <b>A1.10</b> use accepted forms of documentation to reference different types of sources</li> </ul>	Primary Sources pp.130-132	p. 165-166 Historical Inquiry: Evidence

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

Specific Expectations	Student Text		Teacher's Resource
<ul style="list-style-type: none"> <li>• <b>A2.1</b> describe several ways in which historical investigation can help them develop skills that can be transferred to postsecondary opportunities, the world of work, and everyday life</li> </ul>	The text provides activities that focus on specific skills: Listening Actively to Draw Insights p.39; Making and Using Theses Statements p.76; Internet Research Skills p.103; Interpreting Primary Resources p.130; Map Study p.138; Building Consensus p.201; Analyzing News Stories p.304; Analyzing Images p.357; Making Past, Present and Future Connections p.391		p.165-166
<ul style="list-style-type: none"> <li>• <b>A2.2</b> apply in everyday contexts skills and work habits developed through historical investigation</li> </ul>	Explore the Big Ideas pp. 31, 55, 80,107,133, 159, 186, 221, 251, 279, 306, 337, 365, 394; Unit Performance Tasks pp. 81, 187, 307, 395; Text Features e.g. Twenty-First Century Skills and Active Citizenship (See p. 165 Teacher Resource). Case Studies, e.g., p. 150; Building Your Skills, e.g., pp 130-131		p.i xii; p.5; p.189-190 Historical Inquiry: Judgements
<ul style="list-style-type: none"> <li>• <b>A2.3</b> apply the knowledge and skills developed in the study of the history of Indigenous peoples in Canada when analysing current social, economic, and/or political issues, in order to enhance their own understanding of these issues and their role as informed citizens</li> </ul>	Grade 10 Text		Teacher Resource
<ul style="list-style-type: none"> <li>• <b>A2.4</b> identify some careers in which the skills learned in this course might be useful</li> </ul>	The Achievements feature describes Indigenous people who are considered to be role models. Politicians: p.385 James Bartleman; p.331 Ovide Mercredi; p 272; Murray Sinclair; p. 209 Mary Simon; Voices of the People, e.g. 285 Vital A. Moron <b>Careers</b> Family & Child Welfare: Indigenous Child Rights Advocate, Cindy Blackstock p.374 Social & Community Services: p. 372 Social Workers, Madeline Basile; p.289 Jim Brady; Arts: Doug Cardinal, Architect p. 356; Pat Adams p.36 Education: Shirley Williams, Professor, Trent University	Community Leadership, Social & Cultural supports: Sylvia Maracle pp.21-23; Writers: Hayden-King p.91; Technology & Mathematics: Dustin Rivers p.73; Kananginak Pootoogook p.75; Health Care: Dr James Makokis p.17; Sports and Recreation: Jordan Tootoo (hockey) p.18; Science & Environmental Stewardship: p.106 Ruby Slipperjack; Politics: Gary Lipinski p.20-21; p.108 Chief Joseph Gosnell; Business & Finance: Mark Podlasly & Order, p.393; Lawyers: Chief Alfred Scow Judges, Paralegals (human rights, land claims, justice), p.241	Indigenous people are featured in many careers throughout the text in a variety of ways. Non-Indigenous students with the knowledge and skills learned in the texts can pursue any of these careers as well.

<b>B: PRIOR TO 1500</b>		
<b>B1 OVERALL EXPECTATION: 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 FOCUSES ON: Continuity and Change; Historical Perspective</b>		
<b>Specific Expectations</b>	<b>Student Text</b>	<b>Teacher's Resource</b>
<ul style="list-style-type: none"> <li>• <b>B1.1</b> compare aspects of the way of life in some First Nations and Inuit societies prior to 1500 in different regions of what would be called North America</li> </ul>	Ch 2: From Time Immemorial; Explore the Big Ideas Q 3 & 4. p.55; Inuit: Early Way of Life pp.44-45 Sliammon-BC, Nitsitapki-Blackfoot, Swampy Cree, Wendat & Mi'kmaq pp.46-50	Ch 2: From Time Immemorial p.64
<ul style="list-style-type: none"> <li>• <b>B1.2</b> analyse key issues, trends, and/or developments in the economies of some First Nations and Inuit societies prior to 1500 in what would be called North America</li> </ul>	Ch 2: From Time Immemorial; Trade pp. 53-54	Ch 2: From Time Immemorial; p.58 Making Connections; p.61-62 Making Connections
<ul style="list-style-type: none"> <li>• <b>B1.3</b> identify key political pacts, treaties, alliances, and confederacies among First Nations prior to 1500 in what would be called North America, and explain their purpose</li> </ul>	Ch 5: Treaties; Pre-Contact Treaties pp.111-113; The Haudenosaunee Confederacy and The Great Law of Peace pp.111-112; Ch 5: Treaties pp. 110-111; Voices of the People p. 113	p. 79-80; p.141-143; p.154 Making Connections
<b>B2 OVERALL EXPECTATION: 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 FOCUSES ON: Historical Significance; Cause and Consequence</b>		
<b>Specific Expectations</b>	<b>Student Text</b>	<b>Teacher's Resource</b>
<ul style="list-style-type: none"> <li>• <b>B2.1</b> analyse historical statistics and other sources to identify populations, settlement patterns, and traditional territories of First Nations and Inuit societies at the time of contact in what would be called North America, with a particular focus on the territories that would become Canada, and explain their significance</li> </ul>	Ch 2: From Time Immemorial; pp. 42-50	Ch 2: From Time Immemorial; pp. 58-59 Making Connections
<ul style="list-style-type: none"> <li>• <b>B2.2</b> analyse the key causes and consequences of the creation of the Haudenosaunee Confederacy</li> </ul>	Haudenosaunee Confederacy Words Matter p.37 Governance pp.197-201, 314-316	p. 247 Clan Mothers; pp 258-259; Making Connections pp.389-390; Clan Systems pp.399-400

**B3 OVERALL EXPECTATION: 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 FOCUSES ON: Historical Significance; Historical Perspective**

Specific Expectations	Student Text	Teacher's Resource
<ul style="list-style-type: none"> <li>• <b>B3.1</b> describe some First Nations and Inuit accounts of their origins and early history, and analyse some ways in which these accounts have been treated in Canadian history as well as some factors that have contributed to this treatment</li> </ul>	Aboriginal World Views pp. x and xi; Ch 2: From Time Immemorial pp.32-33; p.35; Fig 2-3, p.38; Turtle Island: A Creation Story pp. 83, 86; Explore the Big Ideas, p.55 Q #4	pp. xi-xii Presenting a Balanced Perspective; pp. 40-41 Narratives and Stories; pp. 42-43 Aboriginal Understanding of Time; p. 64 End-of-Chapter Activities
<ul style="list-style-type: none"> <li>• <b>B3.2</b> analyse ways in which social and political structures, including roles and kinship systems, of some First Nations and Inuit societies prior to 1500 in what would be called North America contributed to the identities and well-being of these societies and interrelationships in them</li> </ul>	Peace and Friendship Treaties, p.116; Words Matter: Covenant Chain p.117	pp.154-157
<ul style="list-style-type: none"> <li>• <b>B3.3</b> describe beliefs and values of some First Nations and Inuit societies prior to 1500 in what would be called North America, with a particular focus on the relationship between people, the land, the spiritual world, and the environment, and analyse the significance of these beliefs/values for First Nations and Inuit identities</li> </ul>	Ch 2: From Time Immemorial	Ch 2: From Time Immemorial pp.39-84
<ul style="list-style-type: none"> <li>• <b>B3.4</b> describe some artistic and technological developments in First Nations and Inuit societies prior to 1500 in what would be called North America, and explain their long-term significance as well as what they tell us about the lives of people at this time</li> </ul>	p. 44 Fig. 2-12, e.g. soapstone lamps, harpoons, kayaks, ulus; p. 45 Clothing and tools, food preparation, shelter; p. 46 baskets, fishing lines, fish weirs, cords, mats, poles for teepees, plants that cured diseases; p.48 toys, bows and arrows, traps, toboggans, sleds, snowshoes; p. 49 farming techniques; p. 50 nets, spears	pp.39-64

**C. 1500-1763: THE IMPOSITION OF COLONIALISM-CONTACT, CONFLICT AND TREATIES**

**C1 OVERALL EXPECTATION: 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**  
**FOCUSES ON: Cause and Consequence; Continuity and Change**

Specific Expectations	Student Text	Teacher's Resource
<ul style="list-style-type: none"> <li>• <b>C1.1</b> analyse some ways in which contact and exchange between Indigenous and European communities and individuals affected the material lives of First Nations, Métis, Inuit, French, and British individuals and communities in Canada during this period</li> </ul>	Many Nations p.44-54; Collapse of Aboriginal Economies p.64; Trade with French p.59; Explore the Big Ideas p.55, Q # 3	pp.58-60
<ul style="list-style-type: none"> <li>• <b>C1.2</b> explain the impact, including the main short- &amp; long-term consequences, of the spread of European diseases on Indigenous peoples during this period &amp; comment on consequences in terms of colonial development as well</li> </ul>	pp.61, 320-322	pp.402
<ul style="list-style-type: none"> <li>• <b>C1.3</b> describe some key economic trends and developments that affected Indigenous peoples during this period,&amp; analyse their impact on relations among Indigenous peoples &amp; between Indigenous peoples &amp; the French &amp; the British</li> </ul>	Beaver Pelt Trade p.60	pp.79-84
<ul style="list-style-type: none"> <li>• <b>C1.4</b> identify some key First Nations leaders from this period, and explain how political relations between these leaders &amp; colonial governments affected social &amp; economic dynamics between settlers &amp; First Nations peoples</li> </ul>		p. 79 Starting Points: Research notable First Nation leaders during the period of 1500-1763. Add to timeline where appropriate. p. 80 Drawing Insights from Reflections; Discuss the role of leaders in change over time...Choose a leader from the time period 1500-1763. What attributes of leadership did this person have? What role did he/she have in changes that happened?

<b>C2 OVERALL EXPECTATION: 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</b> <b>FOCUSES ON: Historical Significance, Historical Perspective</b>		
Specific Expectations	Student Text	Teacher's Resource
<ul style="list-style-type: none"> <li>• <b>C2.1</b> describe how Indigenous peoples and European explorers/colonists perceived each other during this period, &amp; analyse the impact of these views</li> </ul>	Ch 2: From Time Immemorial	Ch 2: From Time Immemorial pp. 39-64
<ul style="list-style-type: none"> <li>• <b>C2.2</b> identify key treaties of relevance to First Nations in Canada during this period, including wampum belts exchanged, &amp; explain their significance for different nations</li> </ul>	Ch 2: Treaties pp.116-118; Wampum Belts	pp.141-143 p. 233
<ul style="list-style-type: none"> <li>• <b>C2.3</b> analyse historical statistics &amp; other sources to identify changing populations &amp; settlement patterns of Indigenous communities &amp; European colonists in Canada during this period, including colonists' encroachments on traditional First Nations territories. Explain the significance of these patterns.</li> </ul>	Ch 5: Treaties pp.119-123	pp.158-159
<ul style="list-style-type: none"> <li>• <b>C2.4</b> describe some major instances of conflict among First Nations &amp; between Europeans &amp; Indigenous peoples during this period, &amp; analyse their impact</li> </ul>	Ch 3: Changing Ways of Life pp. 58-62	pp.79-84
<b>C3 OVERALL EXPECTATION: 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</b> <b>FOCUSES ON: Cause and Consequence; Historical Perspective</b>		
Specific Expectations	Student Text	Teacher's Resource
<ul style="list-style-type: none"> <li>• <b>C3.1</b> compare beliefs and values of some Indigenous and European peoples about the relationship between people, the land, the spiritual world, and the environment during this period, and analyse the impact of the differences</li> </ul>	Ch 2: From Time Immemorial; Shared Aspects of World View pp.34-35	Ch 2: From Time Immemorial pp.39-64
<ul style="list-style-type: none"> <li>• <b>C3.2</b> analyse various factors that helped shape beliefs in Europe about Indigenous peoples in Canada during this period</li> </ul>	Ch 2: Changing Ways of Life pp.58-62	pp.79-80
<ul style="list-style-type: none"> <li>• <b>C3.3</b> explain the causes of the rise of the Métis Nation during this period, and analyse the development of the social, cultural, economic, and political lives of the Métis</li> </ul>	Ch 2: From Time Immemorial p. 51	Ch 2: From Time Immemorial p.58

**D. 1763-1876: SETTLER AND STATE EXPANSION AND INDIGENOUS RESISTANCE**

**D1 OVERALL EXPECTATION: 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** **FOCUSES ON: Historical Significance; Continuity and Change**

Specific Expectations	Student Text	Teacher's Resource
<ul style="list-style-type: none"> <li>• <b>D1.1</b> analyse aspects of the daily lives of people in Indigenous communities in Canada during this period, and compare them to the lives of settlers</li> </ul>	Ch 3: Changing Ways of Life pp.44-51	Ch 3: Changing Ways of Life pp. 79-80
<ul style="list-style-type: none"> <li>• <b>D1.2</b> describe some key economic trends and developments that affected Indigenous peoples in Canada during this period, and analyse their impact on relations among Indigenous peoples and between Indigenous peoples and colonial/Canadian governments</li> </ul>	Ch 3: Changing Ways of Life	Ch 3: Changing Ways of Life p. 88 Government policies p. 85 The Colonial Shift
<ul style="list-style-type: none"> <li>• <b>D1.3</b> explain how various factors contributed to the Royal Proclamation of 1763, and analyse its significance for Aboriginal title and treaty rights</li> </ul>	Ch 5: Treaties, Royal Proclamation of 1763 pp. 113, 114-115, 117, 162	Ch 5: Treaties pp. 155-157; 158-163
<ul style="list-style-type: none"> <li>• <b>D1.4</b> explain the significance of the Treaty of Niagara of 1764, with particular reference to how it confirmed and extended a nation-to-nation relationship between the Crown and First Nations peoples</li> </ul>	Ch 5: Treaties pp.112-113; p.117	Ch 5: Treaties pp.154-157; p 155 have students research the Treaty of Niagara as an adaptation of one of the suggested activities.



**D2 OVERALL EXPECTATION: 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**  
**FOCUSES ON: Historical Significance; Cause and Consequence**

Specific Expectations	Student Text	Teacher's Resource
<ul style="list-style-type: none"> <li>• <b>D2.1</b> describe some key developments relating to westward colonial/Canadian territorial expansion during this period, and analyse the impact on First Nations, Métis, and Inuit individuals and communities</li> </ul>	Ch 3: Changing Ways of Life pp.61-72	p.79-93
<ul style="list-style-type: none"> <li>• <b>D2.2</b> describe some key Indigenous policies of British colonial and dominion governments during this period, and explain their significance for Indigenous peoples and non-Indigenous Canadians</li> </ul>	Ch 5: Treaties p.114-126; Ch 7: Land Claims and Land Rights; Ch 9: The Indian Act; Case Study: Wampum Belts p. 196; Ch 12: Community pp. 322-325	pp.141-142, 158-159; pp.181-190; pp.287-291; pp.295-296 Making Connections; pp.258-259; pp.260-261 Historical Inquiry
<ul style="list-style-type: none"> <li>• <b>D2.3</b> identify key treaties of relevance to Indigenous peoples in Canada during this period, including wampum belts exchanged, and explain their significance for different peoples and communities in Canada</li> </ul>	Ch 5: Treaties pp.114-115; pp.117-120	pp.158-162
<ul style="list-style-type: none"> <li>• <b>D2.4</b> analyse historical statistics and other sources to identify changes to populations and settlement patterns in First Nations, Métis, and Inuit traditional territories during this period, and explain the significance of these patterns</li> </ul>	Disease and Starvation and Reflection p.320 p.65 Reflection	pp.403-404 Historical Inquiry
<ul style="list-style-type: none"> <li>• <b>D2.5</b> describe some major instances of conflict involving Indigenous peoples in Canada during this period, and analyse some of their main causes and consequences</li> </ul>	Ch 5: Treaties pp. 116-123; Ch 7: Land Claims and Land Rights; Ch 8: Governance; Ch 9: The Indian Act	pp.111-114; pp.124-125; pp. 207-211; pp.246-247 The Mica Bay Incident; p.283 Sensitive or Controversial Issues; pp.289-303

**D3 OVERALL EXPECTATION: 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** **FOCUSES ON: Cause and Consequence; Historical Perspective**

Specific Expectations	Student Text	Teacher's Resource
<ul style="list-style-type: none"> <li>• <b>D3.1</b> explain how various individuals and groups contributed to the assertion of Indigenous rights, to efforts to gain sovereignty/self-governance, and to Indigenous identities and/or heritage during this period</li> </ul>	Midewin Society p.259; Gabriel Dumont p.213; Case Study: James McKay and Treaty 3 pp.124-125; Voices of the People: Chief Shingwaukanese p.119; Chief Pontiac p.114	p.321 Cause and Consequence: Case Study; pp.265-266; p.266 Activity Bank; p.162 Patterns and change, Part 1; pp.158-159; p.159 Activity Bank
<ul style="list-style-type: none"> <li>• <b>D3.2</b> analyse how Indigenous beliefs about the environment, spirituality, and the land conflicted with the attitudes and/or policy of colonial/dominion governments, and explain how this conflict affected First Nations, Métis, and Inuit individuals and communities during this period</li> </ul>	Ch 2: From Time Immemorial p.33-35, pp.42-43	pp.53-56
<ul style="list-style-type: none"> <li>• <b>D3.3</b> analyse factors that helped shape popular beliefs in Europe, British North America, and the Dominion of Canada about Indigenous peoples during this period</li> </ul>	Ch 3: Changing Ways of Life	pp.79-80

**E: 1876-1969: ASSIMILATION, ENCROACHMENT, AND LIFE IN THE INDUSTRIAL AGE**

**E1 OVERALL EXPECTATION: 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** **FOCUSES ON: Cause and Consequence, Historical Perspective**

Specific Expectations	Student Text	Teacher's Resource
<ul style="list-style-type: none"> <li>• <b>E1.1</b> analyse the impact of the Indian Act on First Nations communities and individuals during this period</li> </ul>	Ch 9: The Indian Act	pp.289-303
<ul style="list-style-type: none"> <li>• <b>E1.2</b> describe some key economic trends and developments that affected Indigenous peoples in Canada during this period, and analyse the impact on their lives</li> </ul>	Becoming Urban Peoples pp.152-155	pp.191-195
<ul style="list-style-type: none"> <li>• <b>E1.3</b> analyse some key government policies and practices affecting Indigenous peoples during this period, and explain their significance for Indigenous peoples and non-Indigenous Canadians</li> </ul>	Ch 5: Treaties pp. 119-120; Ch 6: Aboriginal Land Base pp.136-138; Ch 7: Land Claims and Land Rights pp.162-163; Ch 9: The Indian Act; Ch 10: Justice pp.254-258; pp.264-268; Ch 11: Self-Determination pp.282-290; Ch 12: Family and Community Relationships pp.322-327	Ch 5: Treaties pp.158-159; Ch 6: Aboriginal Land Base p.181; Ch 7: Land Claims and Land Rights p.209; Ch 9: The Indian Act pp.283-300; p.303; Ch 10: Justice pp.324-328; Ch 11: Self-Determination pp.356-358; Ch 12: Family and Community Relationships pp.402-404
<ul style="list-style-type: none"> <li>• <b>E1.4</b> analyse how some key social, cultural, economic, and political events, issues, and developments affected Inuit communities during this period</li> </ul>	Ch 3: Changing Ways of Life Inuit Relocations pp. 67-72, 146-149; Ch 4: Land and Resources Inuit TEK Concepts p 99-100; Ch 6: Aboriginal Land Base, Reduced Land Base-Inuit Territory p.136; Ch 8: Forms of Governance, Inuit pp. 206-208; Ch 9: The Indian Act, Inuit Under the Indian Act pp. 229-233; Ch 10: Justice, Inuit Methods of Social Control p. 260; Ch.11: Self-Determination, Inuit Activism p.290	Ch 3: Changing Ways of Life pp.85-88; Ch 4: Land and Resources p.132 Patterns & Change; Ch 6: Aboriginal Land Base pp.181-185; Ch 8: Forms of Governance, pp.262-264; Ch 9: The Indian Act, pp.292-293; Ch 10: Justice p.322 Perspectives; Ch.11: Self-Determination p.356-357

**E2 OVERALL EXPECTATION: Communities, Conflict, and Cooperation: analyse various factors that affected interactions between Indigenous and non-Indigenous people in Canada 1876-1969**  
**FOCUSES ON: Historical Significance; Continuity and Change**

Specific Expectations	Student Text	Teacher's Resource
<ul style="list-style-type: none"> <li>• <b>E2.1</b> identify some key treaties &amp; land agreements signed during this period, and explain their significance for different Indigenous peoples in Canada</li> </ul>	Ch 5: Treaties pp. 121-123; Ch 7: Land Claims & Land Rights pp.160-167	pp.160-162
<ul style="list-style-type: none"> <li>• <b>E2.2</b> analyse historical statistics and other sources to identify key demographic changes and changes in settlement patterns among First Nation, Métis, and Inuit populations during this period, and explain the significance of these patterns</li> </ul>	Twentieth Century Skills- Scattergraphs	
<ul style="list-style-type: none"> <li>• <b>E2.3</b> analyse how attitudes towards Indigenous peoples in Canada during this period contributed to conflict and other challenges</li> </ul>	Assimilation pp.67-71; Explore the Big Ideas p.251; Thinking It Through p.250 Q#3	pp.85-88; p.303; p.300
<ul style="list-style-type: none"> <li>• <b>E2.4</b> assess the significance of Indigenous contributions to wars in which Canada participated during this period</li> </ul>	Ch 5 pp. 245-248; Thinking It Through p.250 Q # 2	pp.276-278

**E3 OVERALL EXPECTATION 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**  
**FOCUSES ON: Cause and Consequence; Historical Perspective**

Specific Expectations	Student Text	Teacher's Resource
<ul style="list-style-type: none"> <li>• <b>E3.1</b> analyse various short- &amp; long-term consequences of Indian residential school policy &amp; the practices associated with it</li> </ul>	Ch 13: Residential Schools p. 338; Ch 14: Community Issues p. 366	Ch 13: Residential Schools pp.411-439; Ch 14: Community Issues
<ul style="list-style-type: none"> <li>• <b>E3.2</b> analyse strategies used by some individuals and groups during this period to secure the recognition of Aboriginal title and treaty rights, and/or respect for Indigenous identities, and assess the impact of these strategies</li> </ul>	Ch 3: Changing Ways of Life, Perspectives p.77; Ch 5: Treaties pp.128-129; Ch 5: Treaties, Thinking It Through p.132 Q# 3; Ch 5: Treaties, Explore the Big Ideas, p.133 Q # 2 Perspectives & Q #3; Ch 6: Aboriginal Land Base: Voices of the People p.155; Ch 7: Land Claims and Land Rights pp.162-163; Ch 9: The Indian Act pp. 245-250	Ch 3: Changing Ways of Life, Perspectives p.91; Ch 5: Treaties pp.164-166; Ch 5: Treaties, Thinking It Through p.165: Evidence,Part 2; Ch 5: Treaties, Explore the Big Ideas p.167; Ch 6: Aboriginal Land Base, Voices of the People pp.191-194; Ch 7: Land Claims and Land Rights p.210 Activity Bank; Ch 9: The Indian Act pp. 299-300
<ul style="list-style-type: none"> <li>• <b>E3.3</b> describe some environmental issues that had an impact on Indigenous communities during this period, and explain their significance for Indigenous individuals and communities and some non-Indigenous groups in Canada</li> </ul>	Ch 4: Land and Resources pp.84-94	Ch 4: Land and Resources pp.122-128
<ul style="list-style-type: none"> <li>• <b>E3.4</b> analyse the impact that technological advancements had on First Nations, Métis, and Inuit cultures during this period</li> </ul>	Connections p. 290	p. 357
<ul style="list-style-type: none"> <li>• <b>E3.5</b> analyse some issues, trends, and developments in the arts and popular culture that are relevant to Indigenous peoples during this period, including the cultural contributions of some Indigenous individuals in Canada</li> </ul>	Film Industry: Figure 11-11 page 294 Art: Fig. 3-15; p.71	

**F: 1969 TO THE PRESENT, RESILIENCE, DETERMINATION AND RECONCILIATION**

**F1 OVERALL EXPECTATION: 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**  
**FOCUSES ON: Historical Significance; Continuity and Change**

Specific Expectations	Student Text	Teacher's Resource
<ul style="list-style-type: none"> <li>• <b>F1.1</b> explain how some social trends, movements, and developments have affected Indigenous individuals and communities in Canada during this period, including in interactions with non-Indigenous Canadians</li> </ul>	Ch 12: Family and Community Relationships; Ch 14: Community Issues p.366	Ch 12: Family and Community Relationships; Ch 14: Community Issues p.366; pp. 389-408; pp. 450-463
<ul style="list-style-type: none"> <li>• <b>F1.2</b> describe some key economic trends and developments that have affected Indigenous individuals and communities in Canada during this period, and analyse the impact on their lives</li> </ul>	Ch 14: Community Issues pp.386-394	Ch 14: Community Issues pp.465-466
<ul style="list-style-type: none"> <li>• <b>F1.3</b> describe some key political trends and developments that have affected Indigenous individuals and communities in Canada during this period, and analyse the impact on their lives</li> </ul>	Ch 7: Land Claims and Land Rights; Ch 8: Forms of Governance pp.191-220; Ch 9: The Indian Act pp.248-251; Ch 10: Justice pp.270-279; Ch 11: Self-Determination pp.293-307; Ch 13: Residential Schools pp.357-365	Ch 7: Land Claims and Land Rights pp.207-215; Ch 8: Forms of Governance pp. 258-272; Ch 9: The Indian Act p.303; Ch 10 Justice pp.330-336; Ch 11: Self-Determination pp.360-368; Ch 13: Residential Schools pp.434-438
<ul style="list-style-type: none"> <li>• <b>F1.4</b> analyse the federal government's 1969 White Paper with respect to its basic ideas and underlying attitudes, and assess the responses of First Nations individuals and organizations to it, including the long-term impact of these responses</li> </ul>	Ch 7: Land Claims and Land Rights: White Paper pp.163-64; 295-298	Ch 7: Land Claims and Land Rights pp. 209-211
<ul style="list-style-type: none"> <li>• <b>F1.5</b> explain the significance of the Truth and Reconciliation Commission of Canada for residential school survivors as well as the impact of the commission's calls to action</li> </ul>	Ch 13: Residential Schools	Ch 13: Residential Schools pp.411-414

**F2 OVERALL EXPECTATION: 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**  
**FOCUSES ON: Cause and Consequence; Continuity and Change**

Specific Expectations	Student Text	Teacher's Resource
<ul style="list-style-type: none"> <li>• <b>F2.1</b> identify some major trends and developments that have affected Indigenous individuals living off reserve in both rural and urban communities during this period, and assess their impact</li> </ul>	Ch 6: Aboriginal Land Base: Forced Removal from the Land pp.145-159; Ch 12: Family and Community Relationships pp.320-337; Ch 14: Community Issues, Economic Development p.386-394; Ch 4: Land and Resources pp. 84-107; Case Study: Embracing the Digital Age p.73	pp.187-190; pp.402-408; pp.453-468; pp.111-141; p.91
<ul style="list-style-type: none"> <li>• <b>F2.2</b> analyse some key court cases related to Aboriginal title and/or treaty rights during this period, and assess their impact on Indigenous communities</li> </ul>	Ch: 4 Land and Resources; Ch: 5 Treaties; Ch: 7 Land Claims and Land Rights	pp.127-129; pp.164-167; pp. 210-215
<ul style="list-style-type: none"> <li>• <b>F2.3</b> describe some key treaties and land agreements between Canadian governments and First Nations and Inuit during this period, and explain how they are similar to and/or different from earlier treaties</li> </ul>	Ch 5: Treaties pp. 127-133; Ch 7: Land Claims and Land Rights pp.166-179	pp.164-166; pp. 212-218
<ul style="list-style-type: none"> <li>• <b>F2.4</b> analyse historical and contemporary statistics and other sources to identify key demographic trends among First Nations, Métis, and Inuit populations during this period, and explain the significance of these trends and their implications for future action</li> </ul>	Ch 14: Community Issues pp. 369, 374, 379, 389	Statistics Canada p. 443; pp. 191-193; p. 386
<ul style="list-style-type: none"> <li>• <b>F2.5</b> describe some major instances of conflict involving Indigenous peoples in Canada during this period, and analyse some of their causes and consequences</li> </ul>	Ch 3: Changing Ways of Life pp.. 72, 77, 80; Ch 6: Aboriginal Land Base pp. 134-159; Ch 7: Land Claims and Land Rights p. 160; Ch 9: The Indian Act; Ch 10: Justice p 252; Ch 11: Self-Determination p. 280; Ch 12: Family and Community Relationships pp. 325-337; Ch 13: Residential Schools; Ch 14: Community Issues pp.366-395	Ch 3: Changing Ways of Life pp. 89-91; p.91; p. 93; Ch 6: Aboriginal Land Base pp.169-195; Ch 7: Land Claims and Land Rights pp. 199-236; Ch 9: The Indian Act pp.278-303; Ch 10: Justice pp.305-335; Ch 11: Self-Determination pp. 305-336; Ch 12: Family and Community pp. 339-368; Ch 13: Residential Schools p.406 Historical Inquiry; Ch 14: Community Issues pp.411-443

**F3 OVERALL EXPECTATION: 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**  
**FOCUSES ON: Historical Significance; Historical Perspective**

Specific Expectations	Student Text	Teacher's Resource
<ul style="list-style-type: none"> <li>F3.1 describe some trends, issues, and/or developments that have affected Indigenous peoples globally during this period, and explain their impact on Indigenous peoples and non-Indigenous groups in Canada</li> </ul>	Ch 11: Self-Determination; Connections feature p.352 Australia; p.323 South Africa; p.329 Sixties Scoop; p.284 Rubicon Cree & the UN; p.209: Mary Simon; United Nations Declaration on the Rights of Indigenous Peoples	The World Council of Indigenous Peoples p 341; p.55; pp.354-355; p.263 Activity Bank; p.263
<ul style="list-style-type: none"> <li>F3.2 analyse the contributions of some individuals and groups to efforts to raise awareness about sovereignty/self-governance and to gain recognition of Aboriginal title and/or treaty rights during this period</li> </ul>	Ch 11: Self-Determination, Perspectives pp.298, 300-301, p.305-306	pp.341-345
<ul style="list-style-type: none"> <li>F3.3 analyse actions taken by Indigenous individuals, communities, and/or organizations during this period in response to some developments that have had or could have a negative effect on the environment, and explain how these responses are related to Indigenous identities and self-determination</li> </ul>	Ch 4: Land & Resources pp. 84-107; Case Study pp.140-141: A Story of Two Reserves; Achievements p.156	pp.124-139 Historical Inquiry pp.189-190
<ul style="list-style-type: none"> <li>F3.4 describe some significant issues, trends, and developments in the arts and popular culture in Canada that are relevant to Indigenous peoples during this period, including the cultural contributions of some Indigenous individuals, and explain how these developments/contributions reflect and enhance First Nation, Métis, and Inuit identities</li> </ul>	Ch 1: Portraits of the People Some examples of Indigenous people who have made/are making significant contributions Writers: James Bartleman p.385; Basil Johnson p.356; Eden Robinson pp. 12-13 Artists: Fig. 14-14 p.373; Fig 12-7 p.318; Roy Thomas p. 308; Don Ense p338; Daphne Odjig Fig 12-7 p 318; Roy Thomas p.308; Dance: Lisa Odjig p17; Nimki Osawamik p.14; Drumming: Fig.13-31, p.361; Music: Buffy Ste Marie p.293; Lindsay Knight pp.19-20; Architecture: Doug Cardinal, p. 356; Sculpture: Fig 13-28, p.358	Ch 1: Portraits of the People pp.13-15