

Inquiring Minds: First Peoples and European Contact
Grade 4 Overview - Curriculum Congruency

Big Ideas	Topics
The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.	Land, People, and Identity; Judging the Impact; Changes and Consequences; How We Remember; Our Relationship With the Land
Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity.	Land, People, and Identity; Trade: Conflict and Cooperation; Judging the Impact; Changes and Consequences; How We Remember; Our Relationship With the Land
Demographic changes in North America created shifts in economic and political power.	Trade: Conflict and Cooperation; Judging the Impact; Changes and Consequences; How We Remember
British Columbia followed a unique path in becoming a part of Canada.	Trade: Conflict and Cooperation; Judging the Impact; Changes and Consequences; How We Remember; Our Relationship With the Land

Curricular Competencies

Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	Students will have opportunities to develop & practise using these competencies throughout.
Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)	
Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)	
Sequence objects, images, and events, and determine continuities and changes between different time periods and places (continuity and change)	
Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)	
Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places (perspective)	
Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place (ethical judgment)	

Content	Topics
Early contact, trade, cooperation, and conflict between First Peoples and European peoples	Trade: Conflict and Cooperation; Judging the Impact; Changes and Consequences; How We Remember; Our Relationship With the Land
The fur trade in pre-Confederation Canada and British Columbia	Trade: Conflict and Cooperation; Judging the Impact
Demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities	Trade: Conflict and Cooperation; Judging the Impact; Changes and Consequences; How We Remember; Our Relationship With the Land
Economic and political factors that influenced the colonization of British Columbia and its entry into Confederation	Judging the Impact; Changes and Consequences; How We Remember; Our Relationship With the Land
The impact of colonization on First Peoples societies in British Columbia and Canada	Land, People, and Identity; Trade: Conflict and Cooperation; Judging the Impact; Changes and Consequences; How We Remember; Our Relationship With the Land
The history of the local community and of local First Peoples communities	Land, People, and Identity; Changes and Consequences; How We Remember
Physiographic features and natural resources of Canada	Land, People, and Identity; Our Relationship With the Land

Core Competencies: Communication; Thinking; Personal & Social

Communication: The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.

Thinking: The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.

Personal and Social: Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

Students will have opportunities to develop & practise using these competencies throughout.

**Inquiring Minds: First People and European Contact
Land, People, and Identity**

Legend			
Big Ideas	Curricular Competencies	Content	Core Competencies
Big Ideas	Student Resource	Eguide Teaching Notes	Website
The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.	X	X	Research: Natural Resources; Geographic Features of BC. Go Deeper: What Does the Land Mean to First Peoples?: Video, Websites, Documents; How Does Water Affect Cultural Diversity?: Video, Websites; How Have the Ways We Use Natural Resources Changed?: Video, Websites, Documents, Audio. Inquire: How Do We Share the Water?; How Do Geographical Features Affect Culture?; Does Climate Affect the Cultural Diversity of a City?; How Can We Make a Living and Help Create a Sustainable World at the Same Time?
Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity.	X	X	Research: First Peoples; Traditional Territories; Stereotypes; Oral Tradition. Go Deeper: Who Are First Peoples: Video, Websites, Documents, Audio
Demographic changes in North America created shifts in economic and political power.			
British Columbia followed a unique path in becoming a part of Canada.			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions			
<i>Key Skills</i>			
Identify patterns in information, and use those patterns to draw inferences.	Question box, page 11; River Basin diagram, page 16; Kenney Dam diagram, page 31	Question box [page 11], pages 26, 27, 59; River Basin diagram [page 16], pages 34, 61; Kenney Dam diagram [page 31], pages 48, 66-67	
Summarize information and opinions about a selected problem or issue.	Viewpoints on..., page 14; Thinking Deeper: Megaprojects, page 32; Make Connections, page 33	Viewpoints on... [page 14], pages 30-32; Megaprojects [page 32], page 49; Make Connections [page 33], page 50	Inquire: How Can Digital Technology Help Preserve Languages and Stories?; How Do We Share the Water?; How Might Your School Community Decide What to Do With an Unused Piece of Land?; How Do Geographical Features Affect Culture?; Does Climate Affect the Cultural Diversity of a City?; How Can We Make a Living and Help Create a Sustainable World at the Same Time?
Use grids, scales, and legends on maps and timelines to interpret or represent specific information.	Thinking Like A... Meteorologist, page 22; The BC Inquiry Quest, page 35	Thinking Like ... A Meteorologist [page 22], page 40; The BC Inquiry Quest [page 35], pages 7-8, 12, 19, 25, 32, 38, 43, 49, 51-52	Engage: First Nations Interactive Map
Apply a variety of strategies for information gathering (e.g. headings, indices, internet searches).	Question box, page 12; The BC Inquiry Quest, page 35	Question box [page 12], page 59; The BC Inquiry Quest [page 35], pages 7-8, 51-52	Inquire: How Can Digital Technology Help Preserve Languages and Stories?; How Might Your School Community Decide What to Do With an Unused Piece of Land?; Does Climate Affect the Cultural Diversity of a City?
Construct a simple bibliography.			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Prepare a presentation using selected communication forms (e.g., debate, diorama, multimedia presentation, dance) to support the purpose of the presentation.	The BC Inquiry Quest, page 35	The BC Inquiry Quest [page 35], pages 7-8, 51-52	Inquire: How Can Digital Technology Help Preserve Languages and Stories?; How Do We Share the Water?; How Might Your School Community Decide What to Do With an Unused Piece of Land?; How Do Geographical Features Affect Culture?
Apply established criteria for a presentation (e.g., historical accuracy and context).			
Identify and clarify a selected problem or issue (e.g., provide details; state reasons, implications).	Reflect on Your Learning, page 34	Reflect on Your Learning [page 34], pages 6-7, 53	Inquire: How Can Digital Technology Help Preserve Languages and Stories?; How Do We Share the Water?; How Might Your School Community Decide What to Do With an Unused Piece of Land?; How Do Geographical Features Affect Culture?; Does Climate Affect the Cultural Diversity of a City?; How Can We Make a Living and Help Create a Sustainable World at the Same Time?
Create a plan of action to address a chosen problem or issue.	Reflect on Your Learning, page 34	Reflect on Your Learning [page 34], pages 6-7, 53	Inquire: How Can Digital Technology Help Preserve Languages and Stories?; How Might Your School Community Decide What to Do With an Unused Piece of Land?
Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)	The BC Inquiry Quest, page 35	The BC Inquiry Quest [page 35], pages 7-8, 51-52	
<i>Key Questions</i>			
What events are most significant in the story of BC's development?			
Should James Douglas be remembered as the father of BC?			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
What was the most significant reason for BC's entry into Confederation?			
Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)	Question boxes, page 12; What Is the Significance of Oral Histories? Page 13	Question boxes [page 12], pages 53, 59; What Is the Significance of Oral Histories? [page 13], pages 29-30	Inquire: How Can Digital Technology Help Preserve Languages and Stories?; How Do We Share Water?; How Might Your School Community Decide What to Do With an Unused Piece of Land?; How Do Geographical Features Affect Culture?; Does Climate Affect the Cultural Diversity of a City?; How Can We Make a Living and Help Create a Sustainable World at the Same Time?
<i>Sample Activities</i>			
Use primary sources to make inferences about contemporary attitudes toward First Peoples during the gold rush years.			
Compare and contrast European and First Peoples accounts of the same event.			
Sequence objects, images, and events, and determine continuities and changes between different time periods and places (continuity and change)	Question box, page 4; Reflect on Your Learning, page 34	Question box [page 4], pages 15, 55; Reflect on Your Learning [page 34], pages 6-7, 53	
<i>Sample Activity</i>			
Create a timeline of key events in BC's history.			
<i>Key Questions</i>			
How have the economic centres of BC changed over time?			
Why is Barkerville no longer a significant economic centre?			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
What resources are important to people in present-day BC compared to the past? Explain what has changed over time.	Check Your Learning, page 33; Reflect on Your Learning, page 34	Check Your Learning [page 33], page 67; Reflect on Your Learning [page 34], pages 6-7, 53	
Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)	Reflect on Your Learning, page 34	Reflect on Your Learning [page 34], pages 6-7, 53	
<i>Sample Activities</i>			
Hold a debate about whether BC should have joined the United States or Canada, or become an independent country.			
Track the positive and negative effects of key events in BC's development on First Peoples.			Go Deeper: Who Are First Peoples?: Video, Websites, Documents, Audio; What Does the Land Mean to First Peoples?: Video, Websites, Documents; Research: First Peoples
<i>Key Questions</i>			
Was joining Canada the best decision for BC?			
Why did Vancouver become BC's largest city?			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<p>Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places (perspective)</p>	<p>Understanding Perspectives, page 12; Thinking Deeper, page 32; Reflect on Your Learning, page 34</p>	<p>Understanding Perspectives [page 12], pages 28-29; Thinking Deeper [page 32], page 49; Reflect on Your Learning [page 34], pages 6-7, 53</p>	<p>Go Deeper: Who Are First Peoples?: Video, Websites, Documents, Audio; What Does the Land Mean to First Peoples?: Video, Websites; What Do Language and Storytelling Tell Us About First Peoples?: Video, Websites, Documents; How Does Water Affect Cultural Diversity?: Video, Websites; How Have the Ways We Use Natural Resources Changed?: Video, Websites, Documents. Research: First Peoples, Stereotypes, Oral Traditions, Water. Inquire: How Might Your School Community Decide What to Do With an Unused Piece of Land?</p>
<i>Sample Activity</i>			
<p>Compare the “discovery” and “exploration” of North America from European and First Peoples perspectives.</p>			
<i>Key Question</i>			
<p>Who benefited most from the early west coast fur trade: First Peoples or Europeans?</p>			
<p>Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place (ethical judgment)</p>	<p>Thinking Deeper, page 32</p>	<p>Thinking Deeper [page 32], page 49</p>	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activities</i>			
Evaluate the fairness of BC's treaty process.			
Describe the importance of protecting minority rights in a democracy.			Go Deeper: Who Are First Peoples?: Video, Websites, Documents, Audio; What Does the Land Mean to First Peoples: Video, Websites, Documents, Audio. Research: First Peoples, Traditional Territory, Stereotypes, First Nations languages, Water, Cultural Diversity
Identify key events and issues in First Peoples rights and interactions with early governments in Canada (e.g., the Indian Act, the establishment of the residential school system, potlatch ban, reserve system, treaties).			Go Deeper: What Does the Land Mean to First Peoples: Video, Websites, Documents, Audio. Research: First Peoples

Content	Student Resource	Eguide Teaching Notes	Website
Early contact, trade, cooperation, and conflict between First Peoples and European peoples			
<i>Key Questions</i>			
What motivated explorers and settlers to come to Canada?			Go Deeper: How Have the Ways We Use Natural Resources Changed?: Video, Websites
How did the geography of Canada affect European exploration?			
<i>Sample Topics</i>			
Early explorers: Cabot, Frobisher, Hudson, Cartier, Champlain			
Voyages of Cook and Vancouver			
Provision of muskets to First Peoples by Europeans			
Spread of horses to the Prairies			
Marriages between First Peoples and Europeans			

Content	Student Resource	Eguide Teaching Notes	Website
Colonial wars and alliances between Europeans and First Peoples (e.g., between Maquinna (Nuu-chah-nulth) and the Cook expedition or between French colonists and the First Peoples living around the Great Lakes)			
The fur trade in pre-Confederation Canada and British Columbia			
<i>Key Question</i>			
Why were trading posts established in particular locations?			
<i>Sample Topics</i>			
Fur trading companies (e.g., the Hudson's Bay Company and the North West Company)			
Beaver Wars			
Explorers: Simon Fraser, Alexander Mackenzie, David Thompson			
Russian and Spanish trade on the coast			
Establishment of trading posts (e.g., Victoria, Fort Langley, and other forts; Metis communities)			
Demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities			
<i>Sample Topics</i>			
Disease			
European and American settlement and migration			
Increases in raids causing decreases in population			
Relocation/resettlement of First Peoples			

Content	Student Resource	Eguide Teaching Notes	Website
Economic and political factors that influenced the colonization of British Columbia and its entry into Confederation			
<i>Sample Topics</i>			
Canadian Pacific Railway			
Fur trade			
American settlement			
Oregon boundary dispute			
Gold rush population boom and bust			
Colonial debt			
Canadian Confederation			
Expansion and purchase of Rupert's Land			
The impact of colonization on First Peoples societies in British Columbia and Canada			
<i>Sample Topics</i>			
Disease and demographics			
Trade			
More complex political systems			
Loss of territory			
Impact on language and culture	Oral Histories and the Courts, page 13; Identity, Land, Language, and Story, page 15	Oral Histories and the Courts [page 13], page 29; Identity, Land, and Story [page 15], pages 31-33	Go Deeper: Who Are the First Peoples?: Video, Websites, Documents, Audio; What Do Language and Storytelling Tell Us About First Peoples?: Video, Websites, Documents. Research: First Peoples, First Nations languages, Oral Tradition. Inquire: How Can Digital Technology Help Preserve Languages and Stories?
Key events and issues regarding First Peoples rights and interactions with early government in Canada (e.g., the Indian Act, potlatch ban, reserve system, residential schools, treaties)			Go Deeper: Who Are the First Peoples?: Video, Websites, Documents, Audio. Research: First Peoples

Content	Student Resource	Eguide Teaching Notes	Website
The history of the local community and of local First Peoples communities	Pages 2-3; Investigate: Who Are First Peoples, pages 4-6; Investigate: What Does the Land Mean to First Peoples? Pages 7-10; Identity, Land, Language, and Story, page 15; Investigate: How Does Water Affect Cultural Diversity? Pages 16-20; Investigate: How Does Climate Affect Cultural Diversity? pages 21-24; The BC Inquiry Quest, page 35	[Pages 2-13], pages 10-12; Investigate: Who Are First Peoples [pages 4-6], pages 14-20; Investigate: What Does the Land Mean to First Peoples? [pages 7-10], pages 20-26; Identity, Land, Language, and Story [page 15], pages 31-33; Investigate: How Does Water Affect Cultural Diversity? [pages 16-20], pages 33-38; Investigate: How Does Climate Affect Cultural Diversity? [pages 21-24], pages 39-43; The BC Inquiry Quest [page 35], pages 7-8, 12, 19, 25, 32, 43, 49, 51-52	Go Deeper: Who Are First Peoples: Video, Websites, Documents, Audio. Research: First Peoples, Traditional Territory, First Nations languages.
<i>Sample Topic</i>			
Local archives and museums			
Physiographic features and natural resources of Canada	Investigate: What Does the Land Mean to First Peoples? Pages 7-10; Identity, Land, Language, and Story, page 15; Investigate: How Does Water Affect Cultural Diversity? Pages 16-20; Investigate: How Does Climate Affect Cultural Diversity? pages 21-24; Examine: How Have the Ways We Use Natural Resources Changed? pages 25-33	Investigate: What Does the Land Mean to First Peoples? [pages 7-10], pages 20-26; Identity, Land, Language, and Story [page 15], pages 31-33; Investigate: How Does Water Affect Cultural Diversity? [pages 16-20], pages 33-38; Investigate: How Does Climate Affect Cultural Diversity? [pages 21-24], pages 39-43; Examine: How Have the Ways We Use Natural Resources Changed? [pages 25-33], pages 43-50	Go Deeper: What Does the Land Mean to First Peoples?: Video, Websites; How Have the Ways We Use Natural Resources Changed?: Video, Websites, Audio. Research: Geographic features of BC, Natural resources, Water. Inquire: How Do We Share the Water?; How Do Geographical Features Affect Culture?; Does Climate Affect the Cultural Diversity of a City?; How Can We Make a Living and Help Create a Sustainable World at the Same Time?

Core Competencies: Communication; Thinking; Personal & Social			
Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, Social Responsibility	Students will have opportunities to develop and practise using these competencies throughout. See teaching notes for examples of these competencies.		

**Inquiring Minds: First People and European Contact
Trade: Conflict and Cooperation**

Legend			
Big Ideas	Curricular Competencies	Content	Core Competencies
Big Ideas	Student Resource	Eguide Teaching Notes	Website
The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.			Inquire: What Was the Flow of Goods in the Fur Trade?; What Were the Roles of the First Peoples During the Fur Trade?
Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity.	X	X	Go Deeper: What Happens When Different Peoples Meet Each Other?: Videos, Websites, Documents; What Made First Contact a Turning Point?: Video, Websites. Research: First Contact, Nootka Crisis. Inquire: What Was the Flow of Goods in the Fur Trade?; What Were the Roles of the First People During the Fur Trade?; What Makes a Good Leader?

Big Ideas	Student Resource	Eguide Teaching Notes	Website
Demographic changes in North America created shifts in economic and political power.	X	X	<p>Go Deeper: What Happens WheHow Did Colonization Change the Ways First Nations People Made a Living?n Different Peoples Meet Each Other?: Videos, Websites, Documents; Who Benefited Most from the Coastal Fur Trade?: Video, Websites; The Idea of Sovereignty: Video, Websites.</p> <p>Research: Fur Trade, Hudson's Bay Company, The Northwaest Company, Pacific Fur Trade. Inquire: How Did Colonization Change the Ways First Nations People Made a Living?</p>
British Columbia followed a unique path in becoming a part of Canada.	X	X	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions			<p>Go Deeper: What Helps Us Explore the Past?: Video, Websites, Documents, Audio. Inquire: What Was the Flow of Goods in the Fur Trade?; What Were the Roles of the First Peoples During the Fur Trade?;</p>
<i>Key Skills</i>			
Identify patterns in information, and use those patterns to draw inferences.	Examine: What Helps Us Explore the Past? Pages 38-40	Examine: What helps Us Explore the Past? [pages 38-40], pages 20-26	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Summarize information and opinions about a selected problem or issue.	Question box, page 52; Question boxes, page 54; Thinking Deeper: The High Cost of Beaver Fur, page 58; The BC Inquiry Quest, page 67	Question box, [page 52], pages 65-66; Question boxes, [page 54], pages 66-67; Thinking Deeper: The High Cost of Beaver Fur, [page 58], page 47; The BC Inquiry Quest, [page 67], pages 10-11	Inquire: What Was the Flow of Goods in the Fur Trade?; What Were the Roles of the First Peoples During the Fur Trade?; What Makes a Good Leader?
Use grids, scales, and legends on maps and timelines to interpret or represent specific information.	Common Trade Goods Map, page 45; British Trade Routes Map, page 47; Question box, page 59; Routes of Mackenzie, Fraser, and Thompson map, page 60	Common Trade Goods Map, [page 45] pages 32, 33-34; British Trade Routes Map, [page 47], pages 32-33; Question box, [page 59], page 69; Routes of Mackenzie, Fraser, and Thompson map, [page 60], pages 50, 69	
Apply a variety of strategies for information gathering (e.g. headings, indices, internet searches).			Inquire: What Were the Roles of the First Peoples During the Fur Trade?
Construct a simple bibliography.			
Prepare a presentation using selected communication forms (e.g., debate, diorama, multimedia presentation, dance) to support the purpose of the presentation.	The BC Inquiry Quest, page 67	The BC Inquiry Quest, [page 67], pages 10-11	Inquire: What Was the Flow of Goods in the Fur Trade?; What Were the Roles of the First Peoples During the Fur Trade?; What Makes a Good Leader?
Apply established criteria for a presentation (e.g., historical accuracy and context).			Inquire: What Was the Flow of Goods in the Fur Trade?
Identify and clarify a selected problem or issue (e.g., provide details; state reasons, implications).	Reflect on Your Learning, page 66	Reflect on Your Learning, [page 66], pages 6-10	Inquire: What Was the Flow of Goods in the Fur Trade?; What Were the Roles of the First Peoples During the Fur Trade?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Create a plan of action to address a chosen problem or issue.	Question box, page 41; Reflect on Your Learning, page 66	Question box, [page 41], page 62; Reflect on Your Learning, [page 66], pages 6-10	Inquire: What Was the Flow of Goods in the Fur Trade?; What Were the Roles of the First Peoples During the Fur Trade?
Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)	Pages 36-37; Examine: What Made First Contact a Turning Point? pages 63-65; Reflect on Your Learning, page 66; The BC Inquiry Quest, page 67	[Pages 36-37], pages 14-19; Examine: What Made First Contact a Turning Point? [pages 63-65] pages 50-55; Reflect on Your Learning, [page 66], pages 6-10; The BC Inquiry Quest, [page 67], pages 10-11	Inquire: What Makes a Good Leader?
<i>Key Questions</i>			
What events are most significant in the story of BC's development?	Pages 36-37; Examine: What Made First Contact a Turning Point? Pages 63-65; Reflect on Your Learning, page 66	[Pages 36-37], pages 14-19; Examine: What Made First Contact a Turning Point? [pages 63-65], pages 50-55; Reflect on Your Learning, [page 66], pages 6-10	Go Deeper: What Happens When Different Peoples Meet Each Other?: Video, Websites; Who Benefited Most from the Coastal Fur Trade?: Video, Websites, Documents; Why Did Newcomers Want to Find a Way Through the Mountains?: Websites; What Made First Contact a Turning Point?: Video, Websites. Research: Fur trade, Hudson's Bay Company, Pacific Fur Trade.
Should James Douglas be remembered as the father of BC?			
What was the most significant reason for BC's entry into Confederation?			

<p>Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)</p>	<p>Examine: What Helps Us Explore the Past? Pages 38-40; Reflect on Your Learning, page 66</p>	<p>Examine: What Helps Us Explore the Past? [pages 38-40], pages 20-26; Reflect on Your Learning, [page 66], pages 6-10</p>	<p>Go Deeper: What Helps Us Explore the Past?: Video, Websites, Documents, Audio. Engage: What's the Source? Inquire: What Was the Flow of Goods in the Fur Trade?; What Were the Roles of the First Peoples During the Fur Trade?; What Makes a Good Leader?</p>
<i>Sample Activities</i>			
<p>Use primary sources to make inferences about contemporary attitudes toward First Peoples during the gold rush years.</p>			
<p>Compare and contrast European and First Peoples accounts of the same event.</p>	<p>Investigate: What Happens When Different Peoples Meet Each Other? Pages 41-44; Investigate: The Idea of Sovereignty, pages 52-56; Question box, page 61</p>	<p>Investigate: What Happens When Different Peoples Meet Each Other? [pages 41-44], pages 26-31; Investigate: The Idea of Sovereignty, [pages 52-56], pages 42-45; Question box, [page 61], page 69</p>	<p>Go Deeper: What Happens When Different Peoples Meet Each Other?: Websites; Who Benefited Most from the Coastal Fur Trade: Video, Websites; What Made First Contact a Turning Point?: Video, Websites.</p>
<i>Sample Activity</i>			
<p>Sequence objects, images, and events, and determine continuities and changes between different time periods and places (continuity and change)</p>	<p>Pages 36-37</p>	<p>[Pages 36-37], pages 14-19</p>	<p>Inquire: What Was the Flow of Goods in the Fur Trade?</p>
<i>Sample Activity</i>			
<p>Create a timeline of key events in BC's history.</p>	<p>The BC Inquiry Quest, page 67</p>	<p>The BC Inquiry Quest, [page 67], pages 10-11</p>	
<i>Key Questions</i>			
<p>How have the economic centres of BC changed over time?</p>			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Why is Barkerville no longer a significant economic centre?			
What resources are important to people in present-day BC compared to the past? Explain what has changed over time.			
Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)	Pages 36-37; Examine: What Made First Contact a Turning Point? Pages 63-65; Reflect on Your Learning, page 66; The BC Inquiry Quest, page 67	[Pages 36-37], pages 14-19; Examine: What Made First Contact a Turning Point? [pages 63-65], pages 50-55; Reflect on Your Learning, [page 66], pages 6-10; The BC Inquiry Quest, [page 67], pages 10-11	Go Deeper: What Happens When Different Peoples Meet Each Other?: Video, Websites, Documents; Who Benefited Most from the Coastal Fur Trade?: Video, Websites, Audio. What Made First Contact a Turning Point?: Video, Websites.
<i>Sample Activities</i>			
Hold a debate about whether BC should have joined the United States or Canada, or become an independent country.			
Track the positive and negative effects of key events in BC's development on First Peoples.	Examine: What Made First Contact a Turning Point? Pages 63-65; Reflect on Your Learning, page 66; The BC Inquiry Quest, page 67	Examine: What Made First Contact a Turning Point? [pages 63-65], pages 50-55; Reflect on Your Learning, [page 66], pages 6-10; The BC Inquiry Quest, [page 67], pages 10-11	Go Deeper: What Happens When Different Peoples Meet Each Other?: Video, Websites, Documents; Who Benefited Most from the Coastal Fur Trade?: Video, Websites; Why Did Newcomers Want to Find a Way Through the Mountains?: Video, Websites, Audio; What Made First Contact a Turning Point?: Video, Websites, Audio. Research: First contact, Hudson's Bay Company, Pacific Fur trade, Nootka Crisis.

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Key Questions</i>			
Was joining Canada the best decision for BC?			
Why did Vancouver become BC's largest city?			
Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places (perspective)	Examine: What Helps Us Explore the Past? Pages 38-40; Investigate: The Idea of Sovereignty, pages 52-56; Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? Pages 57-62	Examine: What Helps Us Explore the Past? [pages 38-40], pages 20-26; Investigate: The Idea of Sovereignty, [pages 52-56], pages 42-45; Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? [pages 57-62], pages 45-50	Research: Sovereignty
<i>Sample Activity</i>			
Compare the “discovery” and “exploration” of North America from European and First Peoples perspectives.	Investigate: What Happens When Different Peoples Meet Each Other? Pages 41-44; Investigate: The Idea of Sovereignty, pages 52-56; Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? Pages 57-62' Examine: What Made First Contact a Turning Point? Pages 63-65	Investigate: What Happens When Different Peoples Meet Each Other? [pages 41-44], pages 26-31; Investigate: The Idea of Sovereignty, [pages 52-56], pages 42-45; Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? [pages 57-62], pages 45-50; Examine: What Made First Contact a Turning Point? [pages 63-65], pages 50-55	Go Deeper: What Happens When Different Peoples Meet Each Other?: Video, Websites, Documents; Why Did Newcomers Want to Find a Way Through the Mountains?: Video, Websites; Who Benefited Most from the Coastal Fur Trade?: Video, Websites; What Made First Contact a Turning Point?: Video, Websites
<i>Key Question</i>			
Who benefited most from the early west coast fur trade: First Peoples or Europeans?	Investigate: Who Benefited Most from the Coastal Fur Trade? Pages 45-51	Investigate: Who Benefited Most from the Coastal Fur Trade? [pages 45-51], pages 31-41	Go Deeper: Who Benefited Most from the Coastal Fur Trade?: Video, Websites, Documents, Audio. Inquire: What Was the Flow of Goods in the Fur Trade?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<p>Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place (ethical judgment)</p>	<p>How Did the Coastal Fur Trade Affect the Sea Otter? Page 51; Viewpoints On... Was the Pacific Fur Trade Fair? Page 50; Investigate: The Idea of Sovereignty, pages 52-56; Reflect on Your Learning, page 66</p>	<p>How Did the Coastal Fur Trade Affect the Sea Otter? [page 51], page 40; Viewpoints On... Was the Pacific Fur Trade Fair? [page 50], pages 39-40; Investigate: The Idea of Sovereignty, [pages 52-56], pages 42-45; Reflect on Your Learning, [page 66], pages 6-10</p>	<p>Go Deeper: What Made First Contact a Turning Point?: Video, Websites, Documents.</p>
<i>Sample Activities</i>			
<p>Evaluate the fairness of BC's treaty process.</p>			
<p>Describe the importance of protecting minority rights in a democracy.</p>			
<p>Identify key events and issues in First Peoples rights and interactions with early governments in Canada (e.g., the Indian Act, the establishment of the residential school system, potlatch ban, reserve system, treaties).</p>	<p>Thinking Deeper: The Right to Fish, page 64; Reflect on Your Learning, page 66</p>	<p>Thinking Deeper: The Right to Fish, [page 64], pages 52-53; Reflect on Your Learning, [page 66], pages 6-10</p>	<p>Go Deeper: What Happens When Different Peoples Meet Each Other?: Video, Websites, Documents. Research: Sovereignty, Potlatch, Fishing Rights.</p>

Content	Student Resource	Eguide Teaching Notes	Website
<p>Early contact, trade, cooperation, and conflict between First Peoples and European peoples</p>	<p>Pages 36-37; Examine: What Helps Us Explore the Past? Pages 38-40; Investigate: What Happens When Different Peoples Meet Each Other? Pages 41-44; Investigate: Who Benefited Most from the Coastal Fur Trade? Pages 45-51; Investigate: The Idea of Sovereignty, pages 52-56; Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? Pages 57-62; Examine: What Made First Contact a Turning Point? Pages 63-65</p>	<p>[Pages 36-37], pages 14-19; Examine: What Helps Us Explore the Past? [pages 38-40], pages 20-26; Investigate: What Happens When Different Peoples Meet Each Other? [pages 41-44], pages 26-31; Investigate: Who Benefited Most from the Coastal Fur Trade? [pages 45-51], pages 31-41; Investigate: The Idea of Sovereignty, [pages 52-56], pages 42-45; Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? [pages 57-62], pages 45-50; Examine: What Made First Contact a Turning Point? [pages 63-65], pages 50-55</p>	<p>Go Deeper: What Happens When Different Peoples Meet Each Other?: Video, Websites, Documents; Who Benefited Most from the Coastal Fur Trade?: Video, Websites, Documents, Audio; Why Did Newcomers Want to Find a Way Through the Mountains?: Video, Websites; What Made First Contact a Turning Point?: Video, Websites. Research: First Contact, Fur Trade, Hudson's Bay Company, Northwest Company, Pacific Fur Trade. Inquire: What Was the Flow of Goods in the Fur Trade?; What Were the Roles of the First Peoples During the Fur Trade?; What Makes a Good Leader?</p>
<i>Key Questions</i>			
<p>What motivated explorers and settlers to come to Canada?</p>	<p>Investigate: What Happens When Different Peoples Meet Each Other? Pages 41-44; Investigate: Who Benefited Most from the Coastal Fur Trade? Pages 45-51; Investigate: The Idea of Sovereignty, pages 52-56; Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? Pages 57-62</p>	<p>Investigate: What Happens When Different Peoples Meet Each Other? [pages 41-44], pages 26-31; Investigate: Who Benefited Most from the Coastal Fur Trade? [pages 45-51], pages 31-41; Investigate: The Idea of Sovereignty, [pages 52-56], pages 42-45; Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? [pages 57-62], pages 45-50</p>	<p>Go Deeper: Why Did Newcomers Want to Find a Way Through the Mountains?: Video, Websites. Research: Northwest Passage, Fur Trade, Hudson's Bay Company, Pacific Fur trade.</p>

How did the geography of Canada affect European exploration?	Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? Pages 57-62	Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? [pages 57-62], pages, 45-50	Go Deeper: Why Did Newcomers Want to Find a Way Through the Mountains?: Video, Websites.
<i>Sample Topics</i>			
Early explorers: Cabot, Frobisher, Hudson, Cartier, Champlain	Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? Pages 57-62	Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? [pages 57-62], pages 45-50	Go Deeper: Why Did Newcomers Want to Find a Way Through the Mountains?: Video, Websites.
Voyages of Cook and Vancouver	Investigate: What Happens When Different Peoples Meet Each Other? Pages 41-44; Investigate: Who Benefited Most from the Coastal Fur Trade? Pages 45-51; Investigate: The Idea of Sovereignty, pages 52-56	Investigate: What Happens When Different Peoples Meet Each Other? [pages 41-44], pages 26-31; Investigate: Who Benefited Most from the Coastal Fur Trade? [pages 45-51], pages 31-41; Investigate: The Idea of Sovereignty, [pages 52-56], pages 42-45	Go Deeper: What Happens When Different Peoples Meet Each Other?: Video, Websites.
Provision of muskets to First Peoples by Europeans	Investigate: Who Benefited Most from the Coastal Fur Trade? Pages 45-51	Investigate: Who Benefited Most from the Coastal Fur Trade? [pages 45-51] pages 31-41	
Spread of horses to the Prairies			
Marriages between First Peoples and Europeans	Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? Pages 57-62	Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? [pages 57-62], pages 45-50	
Colonial wars and alliances between Europeans and First Peoples (e.g., between Maquinna (Nuu-chah-nulth) and the Cook expedition or between French colonists and the First Peoples living around the Great Lakes)	Pages 36-37; Investigate: What Happens When Different Peoples Meet Each Other? Pages 41-44; Investigate: Who Benefited Most from the Coastal Fur Trade? Pages 45-51; Investigate: The Idea of Sovereignty, pages 52-56	Pages 36-37; Investigate: What Happens When Different Peoples Meet Each Other? [pages 41-44], pages 26-31; Investigate: Who Benefited Most from the Coastal Fur Trade? [pages 45-51], pages 31-41; Investigate: The Idea of Sovereignty, [pages 52-56], pages 42-45	Go Deeper: What Happens When Different Peoples Meet Each Other?: Video, Websites, Documents.

Content	Student Resource	Eguide Teaching Notes	Website
<p>The fur trade in pre-Confederation Canada and British Columbia</p>	<p>Investigate: Who Benefited Most from the Coastal Fur Trade? Pages 45-51; Investigate: The Idea of Sovereignty, pages 52-56; Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? Pages 57-62; Examine: What Made First Contact a Turning Point? Pages 63-65</p>	<p>Investigate: Who Benefited Most from the Coastal Fur Trade? [pages 45-51], pages 31-41; Investigate: The Idea of Sovereignty, [pages 52-56], pages 42-45; Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? [pages 57-62], pages 45-50; Examine: What Made First Contact a Turning Point? [pages 63-65], pages 50-55</p>	<p>Go Deeper: Who Benefited Most from the Coastal Fur Trade?: Video, Websites, Documents, Audio. Research: Fur trade, Hudson's Bay Company, North West Company, Pacific fur trade. Inquire: What Was the Flow of Goods in the Fur Trade?; What Were the Roles of the First Peoples During the Fur Trade?; What Makes a Good Leader?</p>
<i>Key Question</i>			
<p>Why were trading posts established in particular locations?</p>			<p>Go Deeper: Who Benefited Most from the Coastal Fur Trade?: Video, Websites, Documents, Audio; Why Did Newcomers Want to Find a Way Through the Mountains?: Images, Websites; What made First Contact a Turning Point?: Websites. Research: Hudson's Bay Company, North West Company.</p>
<i>Sample Topics</i>			
<p>Fur trading companies (e.g., the Hudson's Bay Company and the North West Company)</p>	<p>Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? Pages 57-62</p>	<p>Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? [pages 57-62], pages 45-50</p>	<p>Go Deeper: Who Benefited Most from the Coastal Fur Trade?: Video, Websites, Documents, Audio; Why Did Newcomers Want to Find a Way Through the Mountains?: Images, Websites; What Made First Contact a Turning Point?: Websites. Research: Hudson's Bay Company, North West Company.</p>

Beaver Wars			
Explorers: Simon Fraser, Alexander Mackenzie, David Thompson	Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? Pages 57-62	Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? [pages 57-62], pages 45-50	Go Deeper: Why Did Newcomers Want to Find a Way Through the Mountains?: Video, Websites.
Russian and Spanish trade on the coast	Investigate: What Happens When Different Peoples Meet Each Other? Pages 41-44; Investigate: The Idea of Sovereignty, pages 52-56	Investigate: What Happens When Different Peoples Meet Each Other? [pages 41-44], pages 26-31; Investigate: The Idea of Sovereignty, [pages 52-56], pages 42-45	Go Deeper: What Happens When Different Peoples Meet Each Other?: Websites. Research: Nootka Crisis.
Establishment of trading posts (e.g., Victoria, Fort Langley, and other forts; Metis communities)			Go Deeper: Who Benefited Most from the Coastal Fur Trade?: Video, Images, Documents. Research: Hudson's Bay Company, North West Company.
Demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities			
<i>Sample Topics</i>			
Disease	Examine: What Made First Contact a Turning Point? Pages 63-65	Examine: What Made First Contact a Turning Point? [pages 63-65], pages 50-55	Research: Smallpox
European and American settlement and migration			Go Deeper: What Happens When Different Peoples Meet Each Other?: Video, Websites; Why Did Newcomers Want to Find a Way Through the Mountains?: Video, Websites. Research: First contact, Fur trade, Hudson's Bay Company.
Increases in raids causing decreases in population			

Content	Student Resource	Eguide Teaching Notes	Website
Relocation/resettlement of First Peoples			
Economic and political factors that influenced the colonization of British Columbia and its entry into Confederation			
<i>Sample Topics</i>			
Canadian Pacific Railway			
Fur trade	Investigate: Who Benefited Most from the Coastal Fur Trade? Pages 45-51; Investigate: The Idea of Sovereignty, pages 52-56; Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? Pages 57-62	Investigate: Who Benefited Most from the Coastal Fur Trade? [pages 45-51], pages 31-41; Investigate: The Idea of Sovereignty, [pages 52-56], pages 42-45; Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? [pages 57-62], pages 45-50	Go Deeper: What Happens When Different Peoples Meet Each Other?: Video, Websites; Who Benefited Most from the Coastal Fur Trade?: Video, Websites, Documents, Audio; Why Did Newcomers Want to Find a Way Through the Mountains?: Video, Websites; What Made First Contact a Turning Point?: Websites. Research: Fur trade, Pacific fur trade, Hudson's Bay Company. Engage: Exploration, the Fur Trade, Fur trade Quiz. Inquire: What Was the Flow of Goods in the Fur Trade?; What Were the Roles of the First Peoples During the Fur Trade?; What Makes a Good Leader?
American settlement			
Oregon boundary dispute			
Gold rush population boom and bust			
Colonial debt			
Canadian Confederation			

Content	Student Resource	Eguide Teaching Notes	Website
Expansion and purchase of Rupert's Land			
The impact of colonization on First Peoples societies in British Columbia and Canada			
<i>Sample Topics</i>			
Disease and demographics	Examine: What Made First Contact a Turning Point? Pages 63-65	Examine: What Made First Contact a Turning Point? [pages 63-65], pages 50-55	Research: Smallpox
Trade	Investigate: What Happens When Different Peoples Meet Each Other? Pages 41-44; Investigate: Who Benefited Most from the Coastal Fur Trade? Pages 45-51; Investigate: The Idea of Sovereignty, pages 52-56; Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? Pages 57-62; Examine: What Made First Contact a Turning Point? Pages 63-65	Investigate: What Happens When Different Peoples Meet Each Other? [pages 41-44], pages 26-31; Investigate: Who Benefited Most from the Coastal Fur Trade? [pages 45-51], pages 31-41; Investigate: The Idea of Sovereignty, [pages 52-56], pages 42-45; Investigate: Why Did Newcomers Want to Find a Way Through the Mountains? [pages 57-62], pages 45-50; Examine: What Made First Contact a Turning Point? [pages 63-65], pages 50-55	Go Deeper: What Happens When Different Peoples Meet Each Other?: Websites, Documents; Who Benefited Most from the Coastal Fur Trade?: Video, Websites, Documents, Audio; Why Did Newcomers Want to Find a Way Through the Mountains: Websites. Research: Fur trade, Hudson's Bay Company, North West Company, Pacific Fur trade. Inquire: What Was the Flow of Goods in the Fur Trade?; What Were the Roles of the First Peoples During the Fur Trade?; What Makes a Good Leader?
More complex political systems			
Loss of territory	Investigate: The Idea of Sovereignty, pages 52-56	Investigate: The Idea of Sovereignty, [pages 52-56], pages 42-45	
Impact on language and culture	Examine: What Made First Contact a Turning Point? Pages 63-65	Examine: What Made First Contact a Turning Point? [pages 63-65], pages 50-55	Research: Sovereignty, Potlatch, Fishing Rights.

Content	Student Resource	Eguide Teaching Notes	Website
Key events and issues regarding First Peoples rights and interactions with early government in Canada (e.g., the Indian Act, potlatch ban, reserve system, residential schools, treaties)			Research: First Contact, Sovereignty, Potlatch, Fishing Rights.
The history of the local community and of local First Peoples communities			
<i>Sample Topic</i>			
Local archives and museums			
Physiographic features and natural resources of Canada	Investigate: Who Benefited Most from the Coastal Fur Trade? Pages 45-51	Investigate: Who Benefited Most from the Coastal Fur Trade? [pages 45-51], pages 31-41	Inquire: What Was the Flow of Goods in the Fur Trade?

Core Competencies: Communication; Thinking; Personal & Social			
Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, Social Responsibility	Students will have opportunities to develop and practise using these competencies throughout. See teaching notes for examples of these competencies.		

**Inquiring Minds: First People and European Contact
Judging the Impact**

Legend			
Big Ideas	Curricular Competencies	Content	Core Competencies

Big Ideas	Student Resource	Eguide Teaching Notes	Website
The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.	X	X	<p>Go Deeper: Perspectives on the Land: Video, Websites, Documents. Research: Resources, Fur Trade. Inquire: Deadly Disease and How We Handle Them</p>
Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity.	X	X	<p>Go Deeper: How Did People Cooperate in the Fur Trade?: Video, Websites, Documents; Continuity and Change During the Fur Trade Era: Video, Websites, Documents; What Were Some of the Impacts of Colonization?: Video, Websites, Documents. Research: Colonization, First Peoples, Fur Trade, Métis, Residential Schools, Reconciliation. Inquire: Is a Fort a Friendly Place?; How Did Government Rules Affect the Lives of Indigenous People in Canada?; Why Do New Languages Develop? The Chinook Example; Deadly Diseases and How We Handle Them; Does a picture tell a story?</p>

Big Ideas	Student Resource	Eguide Teaching Notes	Website
Demographic changes in North America created shifts in economic and political power.	X	X	Go Deeper: How Did the Creation of the Colonies Affect First nations?: Video, Websites, Documents. Research: Smallpox; Inquire: How Did Colonization Change the Ways First Nations People Made a Living?
British Columbia followed a unique path in becoming a part of Canada.	X	X	Go Deeper: How Did the Creation of the Colonies Affect First nations?: Video, Websites, Documents.

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions			Inquire: Is a Fort a Friendly Place?; How Did Government Rules Affect the Lives of Indigenous People in Canada?; How Does Art Reflect Culture? The Example of Métis Beadwork; Should Students Be in School All Year Long?; Why Do New Languages Develop? The Chinook Example; Does a Picture Tell a Story?; How Did Colonization Change the Ways First Nations People Made a Living?
<i>Key Skills</i>			
Identify patterns in information, and use those patterns to draw inferences.	Question box, page 80; Changes for First Nations diagram and caption, page 82	Question box [page 80], pages 6, 25-27, 56; Changes for First Nations diagram and caption, [page 82], pages 23-28, 56-57	Inquire: Is a Fort a Friendly Place?; Deadly Diseases and How We Handle Them; Does a Picture Tell a Story?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Summarize information and opinions about a selected problem or issue.	Thinking Deeper, pages 92-93; Viewpoints On..., page 94; The BC Inquiry Quest, page 101	Thinking Deeper [pages 92-93], pages 37-38; Viewpoints On..., [page 94], 38-40; The BC Inquiry Quest [page 101], pages 6-7, 15, 21, 28, 34, 40, 45, 47	Inquire: How Did Government Rules Affect the Lives of Indigenous People in Canada?; How Does Art Reflect Culture? The Example of Métis Beadwork; Should Students Be in School All Year Long?; Why Do New Languages Develop? The Chinook Example; Does a Picture Tell a Story?; How Did Colonization Change the Ways First Nations People Made a Living?
Use grids, scales, and legends on maps and timelines to interpret or represent specific information.	HBC Forts map, page 76; Spread of smallpox map, page 93	HBC Forts map [page 76], page 19; Spread of smallpox map [page 93], page 37	Inquire: Is a Fort a Friendly Place?
Apply a variety of strategies for information gathering (e.g. headings, indices, internet searches).			Inquire: How Does Art Reflect Culture? The Example of Métis Beadwork; Should Students Be in School All Year Long?; Deadly Diseases and How We Handle Them
Construct a simple bibliography.			
Prepare a presentation using selected communication forms (e.g., debate, diorama, multimedia presentation, dance) to support the purpose of the presentation.	Reflect on Your Learning, page 100; The BC Inquiry Quest, page 101	Reflect on Your Learning [page 100], pages 6, 49; The BC Inquiry Quest [page 101], pages 6-7, 47	Inquire: How Does Art Reflect Culture? The Example of Métis Beadwork; Should Students Be in School All Year Long?; Why Do New Languages Develop? The Chinook Example; Deadly Diseases and How We Handle Them
Apply established criteria for a presentation (e.g., historical accuracy and context).			
Identify and clarify a selected problem or issue (e.g., provide details; state reasons, implications).	Viewpoints On..., page 94	Viewpoints On... [page 94], pages 38-40	Inquire: How Did Government Rules Affect the Lives of Indigenous People in Canada?; Should Students Be in School All Year Long?; Deadly Diseases and How We Handle Them

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Create a plan of action to address a chosen problem or issue.			Inquire: How Does Art Reflect Culture? The Example of Métis Beadwork; Deadly Diseases and How We Handle Them; Does a Picture Tell a Story?
Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)	Pages 68-69; Check Your Learning, page 84; Investigate: How Did the Creation of the Colonies Affect the First Nations? Pages 85-90; Investigate: How Did the Spread of Disease Affect First Nations? Pages 91-95; The BC Inquiry Quest, page 101	[Pages 68-69], pages 9-12; Check Your Learning [page 84], pages 27-28; Investigate: How Did the Creation of the Colonies Affect the First Nations? [pages 85-90], pages 28-34; Investigate: How Did the Spread of Disease Affect First Nations? [pages 91-95], pages 35-40; The BC Inquiry Quest [page 101], pages 6-7, 47	
<i>Key Questions</i>			
What events are most significant in the story of BC's development?	Pages 68-69; Investigate: How Did the Creation of the Colonies Affect the First Nations? Pages 85-90; Investigate: How Did the Spread of Disease Affect First Nations? Pages 91-95	[Pages 68-69], pages 9-12; Investigate: How Did the Creation of the Colonies Affect the First Nations? [pages 85-90], pages 28-34; Investigate: How Did the Spread of Disease Affect First Nations? [pages 91-95], pages 35-40	Go Deeper: How Did People Cooperate in the Fur Trade?: Video, Websites, Documents; Continuity and Change During the Fur Trade Era: Video, Websites, Documents; How Did the Creation of the Colonies Affect First Nations?: Video, Websites, Documents. Research: Fur Trade, Smallpox, Indian Act, Residential Schools
Should James Douglas be remembered as the father of BC?	Pages 68-69	[Pages 68-69], pages 9-12	
What was the most significant reason for BC's entry into Confederation?			Go Deeper: How Did the Creation of the Colonies Affect First Nations?: Video, Websites, Documents.

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)	Thinking Like An...Historian: How can a document help us see the past? Pages 78-79; Thinking Deeper, pages 92-93	Thinking Like An...Historian: How can a document help us see the past? [ages 78-79], page 22; Thinking Deeper [pages 92-93], pages 37-38	Inquire: Is a Fort a Friendly Place?; How Did Government Rules Affect the Lives of Indigenous People in Canada?; Should Students Be in School All Year Long?; Why Do New Languages Develop? The Chinook Example; Deadly Diseases and How We Handle Them; Does a Picture Tell a Story?; How Are Indigenous Youth Responding to the Impacts of Colonization?
<i>Sample Activities</i>			
Use primary sources to make inferences about contemporary attitudes toward First Peoples during the gold rush years.	Stories from the <i>British Colonist</i> , page 90; Thinking Deeper, pages 92-93	Stories from the British Colonist [page 90], page 33; Thinking Deeper [pages 92-93], pages 37-38	Inquire: Deadly Diseases and How We Handle Them
Compare and contrast European and First Peoples accounts of the same event.	Building a Sawmill, page 87; Question boxes, page 87	Building a Sawmill [page 87], page 28; Question boxes [page 87], page 58	Go Deeper: Perspectives on the Land: Video, Websites, Documents. Research: Worldviews, Perspectives.
Sequence objects, images, and events, and determine continuities and changes between different time periods and places (continuity and change)	Examine: Continuity and Change During the Fur Trade Era, pages 80-84; Reflect on Your Learning, page 100	Examine: Continuity and Change During the Fur Trade Era [pages 80-84], pages 23-28; Reflect on Your Learning [page 100], pages 6, 49	Go Deeper: Continuity and Change During the Fur Trade Era: Video, Websites, Documents. Inquire: Deadly Diseases and How We Handle Them
<i>Sample Activity</i>			
Create a timeline of key events in BC's history.			
<i>Key Questions</i>			
How have the economic centres of BC changed over time?	Investigate: How Did the Creation of the Colonies Affect the First Nations? Pages 85-90	Investigate: How Did the Creation of the Colonies Affect the First Nations? [pages 85-90], pages 28-34	Go Deeper: How Did People Cooperate in the Fur Trade: Video, Images, Websites, Documents; Continuity and Change During the Fur Trade Era: Video, Websites, Documents.
Why is Barkerville no longer a significant economic centre?			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<p>What resources are important to people in present-day BC compared to the past? Explain what has changed over time.</p>	<p>Investigate: How Did the Creation of the Colonies Affect the First Nations? Pages 85-90</p>	<p>Investigate: How Did the Creation of the Colonies Affect the First Nations? [pages 85-90], pages 28-34</p>	<p>Go Deeper: Perspectives on the Land: Videos, Websites, Documents.; How Did People Cooperate in the Fur Trade?: Video, Websites, Documents; Continuity and Change During the Fur Trade Era: Video, Websites, Documents. Research: Resources, Fur Trade.</p>
<p>Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)</p>	<p>Pages 68-69; Question box, page 74; Investigate: How Did the Creation of the Colonies Affect the First Nations? Pages 85-90; Investigate: How Did the Spread of Disease Affect First Nations? Pages 91-95; Question box, page 96</p>	<p>[Pages 68-69], pages 9-12; Question box [page 74], page 53; Investigate: How Did the Creation of the Colonies Affect the First Nations? [pages 85-90], pages 28-34; Investigate: How Did the Spread of Disease Affect First Nations? [pages 91-95], pages 34-40; Question box [page 96], page 63</p>	<p>Go Deeper: How Did the Spread of Disease Affect First Nations?: Video, Websites, Documents, Audio; What Were Some of the Impacts of Colonization?: Video, Websites, Documents. Research: Colonization, Fur Trade, Smallpox, Indian Act, Residential Schools. Inquire: Deadly Diseases and How We Handle Them</p>
<p><i>Sample Activities</i></p>			
<p>Hold a debate about whether BC should have joined the United States or Canada, or become an independent country.</p>			<p>Go Deeper: How Did the Creation of the Colonies Affect First Nations?: Video, Websites, Documents.</p>

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Track the positive and negative effects of key events in BC's development on First Peoples.	Pages 68-69; Investigate: How Did People Cooperate in the Fur Trade? Pages 73-77; Examine: Continuity and Change During the Fur Trade Era, pages 80-84; Investigate: How Did the Creation of the Colonies Affect the First Nations? Pages 85-90; Investigate: How Did the Spread of Disease Affect First Nations? Pages 91-95; Examine: What Were Some of the Impacts of Colonization? pages 96-99	[Pages 68-69], pages 9-12; Investigate: How Did People Cooperate in the Fur Trade? [pages 73-77], pages 17-22; Examine: Continuity and Change During the Fur Trade Era [pages 80-84], pages 23-28; Investigate: How Did the Creation of the Colonies Affect the First Nations? [pages 85-90], pages 28-34; Investigate: How Did the Spread of Disease Affect First Nations? [pages 91-95], pages 34-40; Examine: What Were Some of the Impacts of Colonization? [pages 96-99], pages 41-46	Go Deeper: Continuity and Change During the Fur Trade Era: Video, Websites, Documents; How Did the Creation of the Colonies Affect First Nations?: Video, Websites, Documents; How Did the Spread of Disease Affect First Nations?: Video, Websites, Documents, Audio; What Were Some of the Impacts of Colonization: Video, Websites, Documents. Research: Colonization, Fur Trade, Forts, Smallpox, Indian Act, Residential Schools, Reconciliation. Inquire: How Did Government Rules Affect the Lives of Indigenous People in Canada?
<i>Key Questions</i>			
Was joining Canada the best decision for BC?			Go Deeper: How Did the Creation of the Colonies Affect First Nations?: Video, Websites, Documents; What Were Some of the Impacts of Colonization?: Video, Websites, Documents.
Why did Vancouver become BC's largest city?			
Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places (perspective)	Pages 68-69; Examine: Perspectives on the Land, pages 70-72; Investigate: How Did the Creation of the Colonies Affect the First Nations? Pages 85-90; Thinking Deeper, pages 92-93; Viewpoints On..., page 94; Reflect on Your Learning, page 100	[Pages 68-69] pages 9-12; Examine: Perspectives on the Land [pages 70-72], pages 13-17; Investigate: How Did the Creation of the Colonies Affect the First Nations? [pages 85-90], pages 28-34; Thinking Deeper [pages 92-93], pages 37-38; Viewpoints On... [page 94], pages 38-40; Reflect on Your Learning, [page 100], pages 6, 49	Go Deeper: Perspectives on the Land: Video, Websites, Documents. Research: Worldviews, Perspectives. Inquire: How Did Government Rules Affect the Lives of Indigenous People in Canada?; Should Students Be in School All Year Long? Inquire: Deadly Diseases and How We Handle Them; Does a Picture Tell a Story; How Are Indigenous Youth Responding to the Impacts of Colonization?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activity</i>			
Compare the “discovery” and “exploration” of North America from European and First Peoples perspectives.	Examine: Perspectives on the Land, pages 70-72	Examine: Perspectives on the Land [pages 70-72], pages 13-17	Go Deeper: Perspectives on the Land: Video, Websites, Documents.
<i>Key Question</i>			
Who benefited most from the early west coast fur trade: First Peoples or Europeans?	Investigate: How Did People Cooperate in the Fur Trade? Pages 73-77	Investigate: How Did People Cooperate in the Fur Trade? [pages 73-77], pages 17-22	Go Deeper: How Did People Cooperate in the Fur Trade?: Video, Websites, Documents.: Continuity and Change During the Fur Trade Era: Video, Websites, Documents. Research: Fur trade
Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place (ethical judgment)	Pages 68-69; Examine: Perspectives on the Land, pages 70-72; Investigate: How Did People Cooperate in the Fur Trade? Pages 73-77; Investigate: How Did the Creation of the Colonies Affect the First Nations? Pages 85-90; Thinking Deeper, pages 92-93; Viewpoints On..., page 94; Reflect on Your Learning, page 100; The BC Inquiry Quest, page 101	[Pages 68-69], pages 9-12; Examine: Perspectives on the Land [pages 70-72], pages 13-17; Investigate: How Did People Cooperate in the Fur Trade? [pages 73-77], pages 17-22; Investigate: How Did the Creation of the Colonies Affect the First Nations? [pages 85-90], pages 28-34; Thinking Deeper [pages 92-93], pages 37-38; Viewpoints On... [page 94], pages 38-40; Reflect on Your Learning [page 100], pages 6, 49; The BC Inquiry Quest [page 101], pages 6-7, 47	Inquire: How Did Government Rules Affect the Lives of the Indigenous People in Canada?; Deadly Diseases and How We Handle Them; Does a Picture Tell a Story?
<i>Sample Activities</i>			
Evaluate the fairness of BC’s treaty process.	Question box, page 85	Question box [page 85], page 58	Go Deeper: Continuity and Change During the Fur Trade Era: Websites; How Did the Creation of the Colonies Affect First Nations?: Websites, Documents; What Were Some of the Impacts of Colonization?: Documents
Describe the importance of protecting minority rights in a democracy.			Go Deeper: What Were Some of the Impacts of Colonization?: Video, Websites, Documents.

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<p>Identify key events and issues in First Peoples rights and interactions with early governments in Canada (e.g., the Indian Act, the establishment of the residential school system, potlatch ban, reserve system, treaties).</p>	<p>Investigate: How Did the Creation of the Colonies Affect the First Nations? Pages 85-90; Investigate: How Did the Spread of Disease Affect First Nations? Pages 91-95; Examine: What Were Some of the Impacts of Colonization? pages 96-99</p>	<p>Investigate: How Did the Creation of the Colonies Affect the First Nations? [pages 85-90], pages 28-34; Investigate: How Did the Spread of Disease Affect First Nations? [pages 91-95], pages 34-40; Examine: What Were Some of the Impacts of Colonization? [pages 96-99], pages 41-46</p>	<p>Go Deeper: How Did the Creation of the Colonies Affect First Nations?: Video, Websites, Documents; How Did the Spread of Disease Affect First Nations?: Video, Websites, Documents, Audio; What Were Some of the Impacts of Colonization: Video, Websites, Documents. Research: Colonization, Fur Trade, Forts, Smallpox, Indian Act, Residential Schools. Inquire: How Did Government Rules Affect the Lives of Indigenous People in Canada?; Does a Picture Tell a Story?</p>

Content	Student Resource	Eguide Teaching Notes	Website
<p>Early contact, trade, cooperation, and conflict between First Peoples and European peoples</p>	<p>Pages 68-69; Examine: Perspectives on the Land, pages 70-72; Investigate: How Did People Cooperate in the Fur Trade? Pages 73-77; Thinking Like An...Historian: How can a document help us see the past? Pages 78-79; Examine: Continuity and Change During the Fur Trade Era, pages 80-84</p>	<p>[Pages 68-69], pages 9-12; Examine: Perspectives on the Land [pages 70-72], pages 13-17; Investigate: How Did People Cooperate in the Fur Trade? [pages 73-77], pages 17-22; Thinking Like An...Historian: How can a document help us see the past? [pages 78-79], page 22; Examine: Continuity and Change During the Fur Trade Era [pages 80-84], pages 23-28</p>	<p>Go Deeper: How Did People Cooperate in the Fur Trade?: Video, Websites, Documents; Continuity and Change During the Fur Trade Era: Video, Websites, Documents; What Were Some of the Impacts of Colonization: Video, Websites, Documents. Research: Fur trade, Forts, Smallpox. Inquire: Is a Fort a Friendly Place?; How Did Government Rules Affect the Lives of Indigenous People in Canada?; Why Do New Languages Develop? The Chinook Example; Deadly Diseases and How We Handle Them</p>

Content	Student Resource	Eguide Teaching Notes	Website
<i>Key Questions</i>			
What motivated explorers and settlers to come to Canada?	Examine: Perspectives on the Land, pages 70-72; Investigate: How Did People Cooperate in the Fur Trade? Pages 73-77	Examine: Perspectives on the Land [pages 70-72], pages 13-17; Investigate: How Did People Cooperate in the Fur Trade? [pages 73-77], pages 17-22	Go Deeper: How Did People Cooperate in the Fur Trade? Video, Images, Websites, Documents Research: Forts Go Deeper: Continuity and Change During the Fur Trade Era Video, Websites, Images, Documents Research: Forts
How did the geography of Canada affect European exploration?	Investigate: How Did People Cooperate in the Fur Trade? Pages 73-77	Investigate: How Did People Cooperate in the Fur Trade? [pages 73-77], pages 17-22	Go Deeper: How Did People Cooperate in the Fur Trade? Video, Images, Websites, Documents Research: Forts Go Deeper: Continuity and Change During the Fur Trade Era Video, Websites, Images, Documents Research: Forts
<i>Sample Topics</i>			
Early explorers: Cabot, Frobisher, Hudson, Cartier, Champlain			
Voyages of Cook and Vancouver			
Provision of muskets to First Peoples by Europeans			
Spread of horses to the Prairies			
Marriages between First Peoples and Europeans	Pages 68-69; Investigate: How Did People Cooperate in the Fur Trade? Pages 73-77; Thinking Like An...Historian: How can a document help us see the past? Pages 78-79; Examine: Continuity and Change During the Fur Trade Era, pages 80-84	[Pages 68-69], pages 9-12; Investigate: How Did People Cooperate in the Fur Trade? [pages 73-77], pages 17-22; Thinking Like An...Historian: How can a document help us see the past? [pages 78-79], page 22; Examine: Continuity and Change During the Fur Trade Era [pages 80-84], pages 23-28	Research: Métis. Inquire: How Does Art Reflect Culture? The Example of Métis Beadwork
Colonial wars and alliances between Europeans and First Peoples (e.g., between Maquinna (Nuu-chah-nulth) and the Cook expedition or between French colonists and the First Peoples living around the Great Lakes)	Pages 68-69; Investigate: How Did People Cooperate in the Fur Trade? Pages 73-77	[Pages 68-69], pages 9-12; Investigate: How Did People Cooperate in the Fur Trade? [pages 73-77], pages 17-22	Go Deeper: How Did People Cooperate in the Fur Trade? Websites, Videos, Documents Go Deeper: Continuity and Change During the Fur Trade Era Images, Videos, Websites, Documents

Content	Student Resource	Eguide Teaching Notes	Website
The fur trade in pre-Confederation Canada and British Columbia	Pages 68-69; Investigate: How Did People Cooperate in the Fur Trade? Pages 73-77; Thinking Like An...Historian: How can a document help us see the past? Pages 78-79; Examine: Continuity and Change During the Fur Trade Era, pages 80-84	[Pages 68-69], pages 9-12; Investigate: How Did People Cooperate in the Fur Trade? [pages 73-77], pages 17-22; Thinking Like An...Historian: How can a document help us see the past? [pages 78-79], page 22; Examine: Continuity and Change During the Fur Trade Era [pages 80-84], pages 23-28	Go Deeper: How Did People Cooperate in the Fur Trade?: Video, Websites, Documents; Continuity and Change During the Fur Trade Era: Video, Websites, Documents. Research: Fur trade, Forts. Inquire: Is a Fort a Friendly Place?
<i>Key Question</i>			
Why were trading posts established in particular locations?	Investigate: How Did People Cooperate in the Fur Trade? Pages 73-77; HBC Forts Map, page 76; Question boxes, page 76	Investigate: How Did People Cooperate in the Fur Trade? [pages 73-77], pages 17-22; HBC Forts Map, [page 76], page 19; Question boxes [page 76], pages 19, 54	Research: Forts
<i>Sample Topics</i>			
Fur trading companies (e.g., the Hudson's Bay Company and the North West Company)	Pages 68-69; Investigate: How Did People Cooperate in the Fur Trade? Pages 73-77	[Pages 68-69], pages 9-12; Investigate: How Did People Cooperate in the Fur Trade? [pages 73-77], pages 17-22	Go Deeper: How Did People Cooperate in the Fur Trade? Websites, Videos, Documents Go Deeper: Continuity and Change During the Fur Trade Era Images, Videos, Websites, Documents
Beaver Wars			
Explorers: Simon Fraser, Alexander Mackenzie, David Thompson			
Russian and Spanish trade on the coast			
Establishment of trading posts (e.g., Victoria, Fort Langley, and other forts; Metis communities)	Pages 68-69; Investigate: How Did People Cooperate in the Fur Trade? Pages 73-77; Thinking Like An...Historian: How can a document help us see the past? Pages 78-79; Examine: Continuity and Change During the Fur Trade Era, pages 80-84	[Pages 68-69], pages 9-12; Investigate: How Did People Cooperate in the Fur Trade? [pages 73-77], pages 17-22; Thinking Like An...Historian: How can a document help us see the past? [pages 78-79], page 22; Examine: Continuity and Change During the Fur Trade Era [pages 80-84], pages 23-28	Research: Forts

Content	Student Resource	Eguide Teaching Notes	Website
Demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities	Investigate: How Did People Cooperate in the Fur Trade? Pages 73-77; Examine: Continuity and Change During the Fur Trade Era, pages 80-84; Investigate: How Did the Creation of the Colonies Affect the First Nations? Pages 85-90; Investigate: How Did the Spread of Disease Affect First Nations? Pages 91-95	Investigate: How Did People Cooperate in the Fur Trade? [pages 73-77], pages 17-22; Examine: Continuity and Change During the Fur Trade Era [pages 80-84], pages 23-28; Investigate: How Did the Creation of the Colonies Affect the First Nations? [pages 85-90], pages 28-34; Investigate: How Did the Spread of Disease Affect First Nations? [pages 91-95], pages 35-40	Go Deeper: How Did the Creation of the Colonies Affect First Nations? Videos, Websites, Documents Go Deeper: How Did the Spread of Disease Affect First Nations? Videos, Websites, Documents Go Deeper: What Were Some of the Impacts of Colonization? Videos, Websites, Documents Research: Colonization, Smallpox
<i>Sample Topics</i>			
Disease	Investigate: How Did the Spread of Disease Affect First Nations? Pages 91-95	Investigate: How Did the Spread of Disease Affect First Nations? [pages 91-95], pages 35-40	Go Deeper: How Did the Spread of Disease Affect First Nations?: Video, Websites, Documents, Audio. Research: Smallpox. Inquire: Deadly Diseases and How We Handle Them
European and American settlement and migration	Pages 68-69; Examine: Continuity and Change During the Fur Trade Era, pages 80-84; Investigate: How Did the Creation of the Colonies Affect the First Nations? Pages 85-90	[Pages 68-69], pages 9-12; Examine: Continuity and Change During the Fur Trade Era [pages 80-84], pages 23-28; Investigate: How Did the Creation of the Colonies Affect the First Nations? [pages 85-90], pages 28-34	Research: Colonization, Forts; Inquire: How Did Colonization Change the Ways First Nations People Made a Living?
Increases in raids causing decreases in population			
Relocation/resettlement of First Peoples	Investigate: How Did People Cooperate in the Fur Trade? Pages 73-77; Examine: Continuity and Change During the Fur Trade Era, pages 80-84; Loss of Territory, pages 86-87	Investigate: How Did People Cooperate in the Fur Trade? [pages 73-77], pages 17-22; Examine: Continuity and Change During the Fur Trade Era [pages 80-84], pages 23-28; Loss of Territory [pages 86-87], pages 29-32	Research: Residential schools

Content	Student Resource	Eguide Teaching Notes	Website
Economic and political factors that influenced the colonization of British Columbia and its entry into Confederation	Pages 68-69; Investigate: How Did People Cooperate in the Fur Trade? Pages 73-77; Thinking Like An...Historian: How can a document help us see the past? Pages 78-79; Examine: Continuity and Change During the Fur Trade Era, pages 80-84; Investigate: How Did the Creation of the Colonies Affect the First Nations? Pages 85-90	[Pages 68-69], pages 9-12; Investigate: How Did People Cooperate in the Fur Trade? [pages 73-77], pages 17-22; Thinking Like An...Historian: How can a document help us see the past? [pages 78-79], page 22; Examine: Continuity and Change During the Fur Trade Era [pages 80-84], pages 23-28; Investigate: How Did the Creation of the Colonies Affect the First Nations? [pages 85-90], pages 28-34	Research: Colonization, Fur trade, smallpox
<i>Sample Topics</i>			
Canadian Pacific Railway			
Fur trade	Pages 68-69; Investigate: How Did People Cooperate in the Fur Trade? Pages 73-77; Thinking Like An...Historian: How can a document help us see the past? Pages 78-79; Examine: Continuity and Change During the Fur Trade Era, pages 80-84	[Pages 68-69], pages 9-12; Investigate: How Did People Cooperate in the Fur Trade? [pages 73-77], pages 17-22; Thinking Like An...Historian: How can a document help us see the past? [pages 78-79], page 22; Examine: Continuity and Change During the Fur Trade Era [pages 80-84], pages 23-28	Go Deeper: How Did People Cooperate in the Fur Trade?: Video, Websites, Documents; Continuity and Change During the Fur Trade Era: Video, Websites, Documents. Research: Fur trade
American settlement			
Oregon boundary dispute			
Gold rush population boom and bust			
Colonial debt			
Canadian Confederation			Go Deeper: How Did the Creation of the Colonies Affect First Nations?: Video, Websites, Documents.
Expansion and purchase of Rupert's Land			

Content	Student Resource	Eguide Teaching Notes	Website
<p>The impact of colonization on First Peoples societies in British Columbia and Canada</p>	<p>Examine: Perspectives on the Land, pages 70-72; Investigate: How Did People Cooperate in the Fur Trade? Pages 73-77; Thinking Like An...Historian: How can a document help us see the past? Pages 78-79; Examine: Continuity and Change During the Fur Trade Era, pages 80-84; Investigate: How Did the Creation of the Colonies Affect the First Nations? Pages 85-90; Investigate: How Did the Spread of Disease Affect First Nations? Pages 91-95; Examine: What Were Some of the Impacts of Colonization? pages 96-99</p>	<p>Examine: Perspectives on the Land [pages 70-72], pages 13-17; Investigate: How Did People Cooperate in the Fur Trade? [pages 73-77], pages 17-22; Thinking Like An...Historian: How can a document help us see the past? [pages 78-79], page 22; Examine: Continuity and Change During the Fur Trade Era [pages 80-84], pages 23-28; Investigate: How Did the Creation of the Colonies Affect the First Nations? [pages 85-90], pages 28-34; Investigate: How Did the Spread of Disease Affect First Nations? [pages 91-95], pages 35-40; Examine: What Were Some of the Impacts of Colonization? [pages 96-99], pages 41-46</p>	<p>Go Deeper: How Did the Creation of the Colonies Affect First Nations?: Video, Websites, Documents; What Were Some of the Impacts of Colonization?: Video, Websites, Documents. Research: Colonization, Fur Trade, Forts, Smallpox, Indian Act, Residential Schools. Inquire: How Did Government Rules Affect the Lives of Indigenous People in Canada?; How Does Art Reflect Culture? The Example of Métis Beadwork; Why Do New Languages Develop? The Chinook Example; How Are Indigenous Youth Responding to the Impacts of Colonization?; How Did Colonization Change the Ways First Nations People Made a Living?</p>
<i>Sample Topics</i>			
<p>Disease and demographics</p>	<p>Examine: Continuity and Change During the Fur Trade Era, pages 80-84; Investigate: How Did the Creation of the Colonies Affect the First Nations? Pages 85-90; Investigate: How Did the Spread of Disease Affect First Nations? Pages 91-95; Thinking Like A...Demographer, page 95</p>	<p>Examine: Continuity and Change During the Fur Trade Era [pages 80-84], pages 23-28; Investigate: How Did the Creation of the Colonies Affect the First Nations? [pages 85-90], pages 28-34; Investigate: How Did the Spread of Disease Affect First Nations? [pages 91-95], pages 34-40; Thinking Like A...Demographer [page 95], page 39</p>	<p>Go Deeper: How Did the Spread of Disease Affect First Nations?: Video, Websites, Documents, Audio. Research: Smallpox. Inquire: Deadly Diseases and How We Handle Them</p>

Content	Student Resource	Eguide Teaching Notes	Website
Trade	Pages 68-69; Investigate: How Did People Cooperate in the Fur Trade? Pages 73-77; Thinking Like An...Historian: How can a document help us see the past? Pages 78-79; Examine: Continuity and Change During the Fur Trade Era, pages 80-84	[Pages 68-69], pages 9-12; Investigate: How Did People Cooperate in the Fur Trade? [pages 73-77], pages 17-22; Thinking Like An...Historian: How can a document help us see the past? [pages 78-79], page 22; Examine: Continuity and Change During the Fur Trade Era [pages 80-84], pages 23-28	Go Deeper: How Did People Cooperate in the Fur Trade?: Video, Websites, Documents; Continuity and Change During the Fur trade: Video, Websites, Documents. Research: Fur trade, Forts
More complex political systems	Investigate: How Did the Creation of the Colonies Affect the First Nations? Pages 85-90; Examine: What Were Some of the Impacts of Colonization? pages 96-99	Investigate: How Did the Creation of the Colonies Affect the First Nations? [pages 85-90], pages 28-34; Examine: What Were Some of the Impacts of Colonization?[pages 96-99], pages 41-46	Go Deeper: How Did the Creation of the Colonies Affect First Nations? Websites, Images, Videos, Documents Research: Colonization, Indian Act
Loss of territory	Examine: Perspectives on the Land, pages 70-72; Loss of Territory, pages 86-87; Examine: What Were Some of the Impacts of Colonization? pages 96-99	Examine: Perspectives on the Land [pages 70-72], pages 13-17; Loss of Territory [pages 86-87], pages 29-32; Examine: What Were Some of the Impacts of Colonization? [pages 96-99], pages 41-46	Go Deeper: How Did the Creation of the Colonies Affect First Nations?: Websites, Documents; What Were Some of the Impacts of Colonization?: Video, Websites, Documents. Inquire: How are Indigenous Youth Responding to the Impacts of Colonization?
Impact on language and culture	Examine: Continuity and Change During the Fur Trade Era, pages 80-84; Investigate: How Did the Creation of the Colonies Affect the First Nations? Pages 85-90; Long-Term Consequences, page 95; Examine: What Were Some of the Impacts of Colonization? pages 96-99	Examine: Continuity and Change During the Fur Trade Era [pages 80-84], pages 23-28; Investigate: How Did the Creation of the Colonies Affect the First Nations? [pages 85-90], pages 28-34; Long-Term Consequences [page 95], pages 39-40; Examine: What Were Some of the Impacts of Colonization? [pages 96-99], pages 41-46	Go Deeper: How Did the Creation of the Colonies Affect First Nations?: Websites, Documents; What Were Some of the Impacts of Colonization?: Video, Websites, Documents. Research: First Peoples, Indian Act, Residential School, Reconciliation. Inquire: How Does Art Reflect Culture? The Example of Métis Beadwork; Why Do New Languages Develop? The Chinook Example; How are Indigenous Youth Responding to the Impacts of Colonization?

Content	Student Resource	Eguide Teaching Notes	Website
Key events and issues regarding First Peoples rights and interactions with early government in Canada (e.g., the Indian Act, potlatch ban, reserve system, residential schools, treaties)	Investigate: How Did the Creation of the Colonies Affect the First Nations? Pages 85-90; Examine: What Were Some of the Impacts of Colonization? pages 96-99	Investigate: How Did the Creation of the Colonies Affect the First Nations? [pages 85-90], pages 28-34; Examine: What Were Some of the Impacts of Colonization? [pages 96-99], pages 41-46	Go Deeper: How Did the Creation of the Colonies Affect First Nations?: Websites, Documents; What Were Some of the Impacts of Colonization?: Video, Websites, Documents. Research: Colonization, Fur Trade, Forts, Smallpox, Indian Act, Reconciliation. Inquire: How Did Government Rules Affect the Lives of Indigenous People in Canada?; Does a Picture Tell a Story?
The history of the local community and of local First Peoples communities			Inquire: How Does Art Reflect Culture? The Example of Métis Beadwork; Why Do New Languages Develop? The Chinook Example
<i>Sample Topic</i>			
Local archives and museums			
Physiographic features and natural resources of Canada	Examine: Perspectives on the Land, pages 70-72	Examine: Perspectives on the Land [pages 70-72], pages 13-17	Go Deeper: Perspectives on the Land Video, Images, Documents, Websites Research: Resources

Core Competencies: Communication; Thinking; Personal & Social			
Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, Social Responsibility	Students will have opportunities to develop and practise using these competencies throughout. See teaching notes for examples of these competencies.		

Inquiring Minds: First People and European Contact Changes and Consequences

Legend			
Big Ideas	Curricular Competencies	Content	Core Competencies
Big Ideas	Student Resource	Eguide Teaching Notes	Website
<p>The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.</p>	<p>X</p>		<p>Go Deeper: How Did the Haida Respond to Gold-mining on Their Land?: Websites; How Can a Small Event Help Cause a Big Event?: Video, Websites, Documents, Audio; How Did First Nations Cope With Change During the Gold Rush?: Video, Websites, Documents, Audio; What Changes Did the Cariboo Gold Rush Bring to BC?: Video, Websites, Documents, Audio. Research: Gold Mining, Gold Rush, Fur Trade. Inquire: What Was Daily Life Like During the Gold Rush in BC?</p>
<p>Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity.</p>	<p>X</p>		<p>Go Deeper: How Did the Haida Respond to Gold-mining on Their Land?: Video, Websites; How Did First Nations Cope With Change During the Gold Rush?: Video, Websites, Documents, Audio. Research: Fur Trade, Gold Rush, Fraser Canyon War. Inquire: How Can a Map Get Us Thinking?; Thinking Deeper: How Did BC First Nations Try to Defend Their Rights?; Can Developing Empathy Help Us Understand History?</p>

Demographic changes in North America created shifts in economic and political power.	X		<p>Go Deeper: How Did First Nations Cope With Change During the Gold Rush?: Video, Websites, Documents, Audio; What Changes Did the Cariboo Gold Rush Bring to BC?: Video, Websites, Documents, Audio.</p> <p>Research: Boom town, Fraser Canyon War, Cariboo Wagon Road, Overlanders.</p>
British Columbia followed a unique path in becoming a part of Canada.	X		<p>Go Deeper: Why Did BC Join Confederation?: Video, Websites, Documents; How Did Confederation Affect First Nations in BC?: Video, Websites, Documents, Audio.</p> <p>Research: Confederation. Inquire: Who Had the Power to Decide That BC Should Join Canada?</p>

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions			<p>Inquire: How Can a Map Get Us Thinking?; A Little-Known Bond; Photographic Evidence; Thinking Deeper: How Did BC First Nations Try to Defend Their Rights?; What Does It Take to Change the World?; Who Had the Power to Decide That BC Should Join Canada?; Can Developing Empathy Help Us Understand History?; What Was Daily Life Like During the Gold Rush in BC?</p>
<i>Key Skills</i>			
Identify patterns in information, and use those patterns to draw inferences.	Question box, page 107; Question box, page 127; Question box, page 132; Reflect on Your Learning, page 136	Question box [page 107], page 66; Question box, [page 132], page 79; Reflect on Your Learning, [page 136], pages 5-6	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Summarize information and opinions about a selected problem or issue.	Question box, page 105; Viewpoints On..., page 124; Question box, page 128; Thinking Deeper, page 134; Check Your Learning, page 135	Question box [page 105], page 65; Viewpoints On... [page 124], pages 42-43; Question box [page 128], page 76; Thinking Deeper [page 134], pages 56-58; Check Your Learning [page 135], page 81	Inquire: How Can a Map Get Us Thinking?; A Little-Known Bond; Photographic Evidence; Thinking Deeper: How Did BC First Nations Try to Defend Their Rights?; What Does It Take to Change the World?; Can Developing Empathy Help Us Understand History?; What Was Daily Life Like During the Gold Rush in BC?
Use grids, scales, and legends on maps and timelines to interpret or represent specific information.	First Nations territories map, page 112; Cariboo Wagon Road map, page 119; Thinking Like A... Political Scientist, page 130	First Nations territories map [page 112], pages 31 and 69; Cariboo Wagon Road map [page 119], pages 38 and 72; Thinking Like A... Political Scientist [page 130], pages 50-51	Inquire: How Can a Map Get Us Thinking?
Apply a variety of strategies for information gathering (e.g. headings, indices, internet searches).			Inquire: A Little-Known Bond; What Does It Take to Change the World?; What Was Daily Life Like During the Gold Rush in BC?
Construct a simple bibliography.			
Prepare a presentation using selected communication forms (e.g., debate, diorama, multimedia presentation, dance) to support the purpose of the presentation.	Reflect on Your Learning, page 136; The BC Inquiry Quest, page 137	Reflect on Your Learning [page 136], pages 5-6; The BC Inquiry Quest [page 137], pages 6-8, 60	Inquire: How Can a Map Get Us Thinking?; A Little-Known Bond; Photographic Evidence; Thinking Deeper: How Did BC First Nations Try to Defend Their Rights?; What Does It Take to Change the World?; Who Had the Power to Decide That BC Should Join Canada?; What Was Daily Life Like During the Gold Rush in BC?
Apply established criteria for a presentation (e.g., historical accuracy and context).			

Identify and clarify a selected problem or issue (e.g., provide details; state reasons, implications).			Inquire: How Can a Map Get Us Thinking?; A Little-Known Bond; Thinking Deeper: How Did BC First Nations Try to Defend Their Rights?; Who Had the Power to Decide That BC Should Join Canada?
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Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Create a plan of action to address a chosen problem or issue.			Inquire: How Can a Map Get Us Thinking?; Who Had the Power to Decide That BC Should Join Canada?
Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)	Pages 102-103; The Fraser Canyon War, pages 115-117; Investigate: Why Did BC Join Confederation? Pages 127-131; Reflect on Your Learning, page 136; The BC Inquiry Quest, page 137	[pages 102-103], Engage: Making Connections, pages 9-13; C48; Investigate: Why Did BC Join Confederation? [pages 127-131], pages 45-52; Reflect on Your Learning [page 136], pages 5-6; The BC Inquiry Quest [page 137], pages 6-8, 60	Inquire: What Does It Take to Change the World?; Who Had The Power to Decide That BC Should Join Canada?
<i>Key Questions</i>			
What events are most significant in the story of BC's development?	Pages 102-103; Investigate: Why Did BC Join Confederation? Pages 127-131; The BC Inquiry Quest, page 137	[pages 102-103], Engage: Making Connections, pages 9-13; Investigate: Why Did BC Join Confederation? [pages 127-131], pages 45-52; The BC Inquiry Quest [page 137], pages 6-8, 60	Go Deeper: How Can a Small Event Help Cause a Big Event?: Video, Websites, Documents, Audio; What Changes Did the Cariboo Gold Rush Bring to BC?: Websites, Documents; Why Did BC Join Confederation: Video, Websites, Documents. Research: Gold Rush, Confederation. Inquire: Who Had the Power to Decide That BC Should Join Canada?
Should James Douglas be remembered as the father of BC?			
What was the most significant reason for BC's entry into Confederation?	Investigate: Why Did BC Join Confederation? Pages 127-131	Investigate: Why Did BC Join Confederation? [pages 127-131], pages 45-52	Go Deeper: Why Did BC Join Confederation?: Video, Websites, Documents; How Did Confederation Affect First Nations in BC?: Video, Websites, Documents, Audio. Research: Confederation, Canadian Pacific Railway. Inquire: Who Had the Power to Decide That BC Should Join Canada?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)	What Are Some Oral Histories of the Gold Rush? Page 113; Coming to the Gold Fields, pages 120-121; What Was Mining Like, pages 122-123	What Are Some Oral Histories of the Gold Rush? [page 113], pages 30, 32, 69-70; Coming to the Gold Fields, [pages 120-121], pages 40-41, 72-73; What Was Mining Like [pages 122-123], pages 40-42, 73-74	Inquire: How Can a Map Get Us Thinking?; A Little-Known Bond; Photographic Evidence; Thinking Deeper: How Did BC First Nations Try to Defend Their Rights?; What Does It Take to Change the World? What Was Daily Life Like During the Gold Rush in BC?
<i>Sample Activities</i>			
Use primary sources to make inferences about contemporary attitudes toward First Peoples during the gold rush years.	Pages 102-103; Investigate: What Changes Did the Cariboo Gold Rush Bring to BC? Pages 118-126	[pages 102-103] Engage: Making Connections, pages 9-13; Investigate: What Changes Did the Cariboo Gold Rush Bring to BC? [pages 118-126], pages 36-45	Go Deeper: How Can a Small Event Help Cause a Big Event?: Video, Websites, Documents, Audio. Research: Gold Rush, Fraser Canyon War; Inquire: What Was Daily Life Like During the Gold Rush in BC?
Compare and contrast European and First Peoples accounts of the same event.	What Are Some Oral Histories of the Gold Rush? Page 113	What Are Some Oral Histories of the Gold Rush? [page 113], pages 30, 32, 69-70	
Sequence objects, images, and events, and determine continuities and changes between different time periods and places (continuity and change)	Check Your Learning, page 106; Investigate: What Changes Did the Cariboo Gold Rush Bring to BC? Pages 118-126; Reflect on Your Learning, page 136	Check Your Learning [page 106], pages 20, 66; Investigate: What Changes Did the Cariboo Gold Rush Bring to BC? [pages 118-126], pages 36-45; Investigate: What Changes Did the Cariboo Gold Rush Bring to BC? Pages 118-126; Reflect on Your Learning [page 136], pages 5-6	
<i>Sample Activity</i>			
Create a timeline of key events in BC's history.			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Key Questions</i>			
How have the economic centres of BC changed over time?	Investigate: What Changes Did the Cariboo Gold Rush Bring to BC? Pages 118-126	Investigate: What Changes Did the Cariboo Gold Rush Bring to BC? [pages 118-126], pages 36-45	Go Deeper: How Can a Small Event Help Cause a Big Event?: Video, Websites, Documents; What Changes Did the Cariboo Gold Rush Bring to BC?: Video, Websites, Documents, Audio. Research: Gold Rush, Fraser Canyon War, Boom town, Cariboo Wagon Road.
Why is Barkerville no longer a significant economic centre?	The End of the Gold Rush Era, page 126	The End of the Gold Rush Era [page 126], pages 43-44	Research: Cariboo Wagon Road
What resources are important to people in present-day BC compared to the past? Explain what has changed over time.	Pages 102-103; Question box, page 118	[pages 102-103], Engage: Making Connections, pages 9-13; Question box [page 118], pages 71-72	Go Deeper: How Can a Small Event Help Cause a Big Event?: Video, Websites, Documents. Research: Gold mining, Fur trade, Gold Rush
Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)	Investigate: How Did the Haida Respond to Gold Mining on Their Land? Pages 104-106; Examine: How Can a Small Event Help Cause a Big Event?, pages 107-111; Check Your Learning, page 111; Examine: How Did First Nations Cope with Change During the Gold Rush? pages 112-117; Investigate: Why Did BC Join Confederation? Pages 127-131; Investigate: How Did Confederation Affect First Nations in BC? pages 132-135; Reflect on Your Learning, page 136	Investigate: How Did the Haida Respond to Gold Mining on Their Land? [pages 104-106], pages 14-20; Examine: How Can a Small Event Help Cause a Big Event? [pages 107-111], pages 21-29; Check Your Learning [page 111], pages 29, 68-69; Examine: How Did First Nations Cope with Change During the Gold Rush? [pages 112-117], pages 30-45; Investigate: Why Did BC Join Confederation? [pages 127-131], pages 45-52; Investigate: How Did Confederation Affect First Nations in BC? [pages 132-135], pages 52-59; Reflect on Your Learning [page 136], pages 5-6	Inquire: What Does It Take to Change the World?
<i>Sample Activities</i>			
Hold a debate about whether BC should have joined the United States or Canada, or become an independent country.	Investigate: Why Did BC Join Confederation? Pages 127-131	Investigate: Why Did BC Join Confederation? [pages 127-131], pages 45-52	Go Deeper: Why Did BC Join Confederation?: Video, Websites, Documents. Research: Confederation

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Track the positive and negative effects of key events in BC's development on First Peoples.	Investigate: How Did the Haida Respond to Gold Mining on Their Land? Pages 104-106; Examine: How Can a Small Event Help Cause a Big Event?, pages 107-111; Examine: How Did First Nations Cope with Change During the Gold Rush? pages 112-117; Investigate: How Did Confederation Affect First Nations in BC? pages 132-135	Investigate: How Did the Haida Respond to Gold Mining on Their Land? [pages 104-106], pages 14-20; Examine: How Can a Small Event Help Cause a Big Event? [pages 107-111], pages 21-29; Examine: How Did First Nations Cope with Change During the Gold Rush? [pages 112-117], pages 30-45; Investigate: How Did Confederation Affect First Nations in BC? [pages 132-135], pages 52-59	Go Deeper: How Did First Nations Cope With Change During the Gold Rush?: Video, Websites, Documents, Audio; How Did Confederation Affect First Nations in BC?: Video, Websites, Documents, Audio. Research: Fraser Canyon War, Cariboo Wagon Road, Confederation. Inquire: Thinking Deeper: How Did BC First Nations Try to Defend Their Rights?
<i>Key Questions</i>			
Was joining Canada the best decision for BC?	Investigate: Why Did BC Join Confederation? Pages 127-131	Investigate: Why Did BC Join Confederation? [pages 127-131], pages 45-52	Go Deeper: Why Did BC Join Confederation?: Video, Websites, Documents; How Did Confederation Affect First Nations in BC?: Video, Websites, Documents, Audio. Research: Confederation. Inquire: Who Had the Power to Decide That BC Should Join Canada?
Why did Vancouver become BC's largest city?			
Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places (perspective)	Pages 102-103; Primary sources and question boxes, page 132	[pages 102-103], Engage: Making Connections, pages 9-13; Primary sources and question boxes [page 132], pages 53, 79-80	Inquire: Thinking Deeper: How Did BC First Nations Try to Defend Their Rights?
<i>Sample Activity</i>			
Compare the "discovery" and "exploration" of North America from European and First Peoples perspectives.	What Are Some Oral Histories of the Gold Rush? Page 113	What Are Some Oral Histories of the Gold Rush? [page 113], pages 30, 32, 69-70	
<i>Key Question</i>			
Who benefited most from the early west coast fur trade: First Peoples or Europeans?			Research: Fur trade

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place (ethical judgment)	The Fraser Canyon War, pages 115-117; Investigate: How Did Confederation Affect First Nations in BC? pages 132-135; Reflect on Your Learning, page 136	The Fraser Canyon War [pages 115-117], pages 34-36; Investigate: How Did Confederation Affect First Nations in BC? [pages 132-135], pages 52-59; Reflect on Your Learning [page 136], pages 5-6	Inquire: Can Developing Empathy Help Us Understand History?
<i>Sample Activities</i>			
Evaluate the fairness of BC's treaty process.	Investigate: How Did Confederation Affect First Nations in BC? pages 132-135	How Did Confederation Affect First Nations in BC? [pages 132-135], pages 52-59	Go Deeper: How Did Confederation Affect First Nations in BC?: Video, Websites, Documents, Audio. Research: Confederation
Describe the importance of protecting minority rights in a democracy.			
Identify key events and issues in First Peoples rights and interactions with early governments in Canada (e.g., the Indian Act, the establishment of the residential school system, potlatch ban, reserve system, treaties).	Investigate: How Did Confederation Affect First Nations in BC? pages 132-135	How Did Confederation Affect First Nations in BC? [pages 132-135], pages 52-59	Go Deeper: How Did First Nations Cope With Change During the Gold Rush?: Video, Websites, Documents, Audio; How Did Confederation Affect First Nations in BC?: Video, Websites, Documents, Audio. Research: Fraser Canyon War, Cariboo Wagon Road, Confederation. Inquire: Thinking Deeper: How Did BC First Nations Try to Defend Their Rights?

Content	Student Resource	Eguide Teaching Notes	Website
Early contact, trade, cooperation, and conflict between First Peoples and European peoples			Go Deeper: How Did First Nations Cope With Change During the Gold Rush?: Video, Websites, Documents, Audio. Research: Fur Trade. Inquire: Thinking Deeper: How Did BC First Nations Try to Defend Their Rights?; Can Developing Empathy Help Us to Understand History?
<i>Key Questions</i>			
What motivated explorers and settlers to come to Canada?			Research: Fur Trade. Inquire: Photographic Evidence
How did the geography of Canada affect European exploration?			
<i>Sample Topics</i>			
Early explorers: Cabot, Frobisher, Hudson, Cartier, Champlain			
Voyages of Cook and Vancouver			
Provision of muskets to First Peoples by Europeans			
Spread of horses to the Prairies			
Marriages between First Peoples and Europeans			
Colonial wars and alliances between Europeans and First Peoples (e.g., between Maquinna (Nuu-chah-nulth) and the Cook expedition or between French colonists and the First Peoples living around the Great Lakes)			
The fur trade in pre-Confederation Canada and British Columbia			Research: Fur trade
<i>Key Question</i>			
Why were trading posts established in particular locations?			

Content	Student Resource	Eguide Teaching Notes	Website
<i>Sample Topics</i>			
Fur trading companies (e.g., the Hudson's Bay Company and the North West Company)			
Beaver Wars			
Explorers: Simon Fraser, Alexander Mackenzie, David Thompson			
Russian and Spanish trade on the coast			
Establishment of trading posts (e.g., Victoria, Fort Langley, and other forts; Metis communities)			
Demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities	Investigate: How Did the Haida Respond to Gold Mining on Their Land? Pages 104-106; Examine: How Can a Small Event Help Cause a Big Event?, pages 107-111; Examine: How Did First Nations Cope with Change During the Gold Rush? pages 112-117; Investigate: What Changes Did the Cariboo Gold Rush Bring to BC? Pages 118-126; Investigate: Why Did BC Join Confederation? Pages 127-131; Investigate: How Did Confederation Affect First Nations in BC? pages 132-135	Investigate: How Did the Haida Respond to Gold Mining on Their Land? [pages 104-106], pages 14-20; Examine: How Can a Small Event Help Cause a Big Event? [pages 107-111], pages 21-29; Examine: How Did First Nations Cope with Change During the Gold Rush? [pages 112-117], pages 30-45; Investigate: What Changes Did the Cariboo Gold Rush Bring to BC? [pages 118-126], pages 36-45; Investigate: Why Did BC Join Confederation? [pages 127-131], pages 45-52; Investigate: How Did Confederation Affect First Nations in BC? [pages 132-135], pages 52-59	Go Deeper: How Did First Nations Cope With Change During the Gold Rush?: Video, Websites, Documents, Audio; What Changes Did the Cariboo Gold Rush Bring to BC?: Video, Websites, Documents, Audio. Research: Gold Rush, Fraser Canyon War, Cariboo Wagon Road, Overlanders, Confederation. Inquire: A Little-Known Bond; Photographic Evidence; Thinking Deeper: How Did BC First Nations Try to Defend Their Rights?

Content	Student Resource	Eguide Teaching Notes	Website
<i>Sample Topics</i>			
Disease			Research: Smallpox
European and American settlement and migration	Investigate: How Did the Haida Respond to Gold Mining on Their Land? Pages 104-106; Examine: How Can a Small Event Help Cause a Big Event?, pages 107-111; Examine: How Did First Nations Cope with Change During the Gold Rush? pages 112-117; Thinking Like A... Demographer, page 125; Investigate: Why Did BC Join Confederation? Pages 127-131	Investigate: How Did the Haida Respond to Gold Mining on Their Land? [pages 104-106], pages 14-20; Examine: How Can a Small Event Help Cause a Big Event? [pages 107-111], pages 21-29; Examine: How Did First Nations Cope with Change During the Gold Rush? [pages 112-117], pages 30-45; Thinking Like A... Demographer [page 125], pages 43-44; Investigate: Why Did BC Join Confederation? [pages 127-131], pages 45-52	Go Deeper: What Changes Did the Cariboo Gold Rush Bring to BC?: Video, Websites, Documents, Audio. Research: Gold Rush, Fraser Canyon War, Cariboo Wagon Road, Overlanders. Inquire: A Little-Known Bond; Photographic Evidence
Increases in raids causing decreases in population			Research: Fraser Canyon War
Relocation/resettlement of First Peoples	Investigate: How Did Confederation Affect First Nations in BC? pages 132-135	Investigate: How Did Confederation Affect First Nations in BC? [pages 132-135], pages 52-59	Go Deeper: How Did Confederation Affect First Nations in BC? Video, Websites, Documents, Audio
Economic and political factors that influenced the colonization of British Columbia and its entry into Confederation	Investigate: How Did the Haida Respond to Gold Mining on Their Land? Pages 104-106; Examine: How Can a Small Event Help Cause a Big Event?, pages 107-111; Examine: How Did First Nations Cope with Change During the Gold Rush? pages 112-117; Investigate: What Changes Did the Cariboo Gold Rush Bring to BC? Pages 118-126; Investigate: Why Did BC Join Confederation? Pages 127-131	Investigate: How Did the Haida Respond to Gold Mining on Their Land? [pages 104-106], pages 14-20; Examine: How Can a Small Event Help Cause a Big Event? [pages 107-111], pages 21-29; Examine: How Did First Nations Cope with Change During the Gold Rush? [pages 112-117], pages 30-45; Investigate: What Changes Did the Cariboo Gold Rush Bring to BC? [pages 118-126], pages 36-45; Investigate: Why Did BC Join Confederation? [pages 127-131], pages 45-52	Go Deeper: What Changes Did the Cariboo Gold Rush Bring to BC?: Video, Websites, Documents; Why Did BC Join Confederation?: Video, Websites, Documents. Research: Fur Trade, Gold Rush, Cariboo Wagon Road, Confederation, Canadian Pacific Railway. Inquire: Photographic Evidence. Inquire: Who Had the Power to Decide That BC Should Join Canada?

Content	Student Resource	Eguide Teaching Notes	Website
<i>Sample Topics</i>			
Canadian Pacific Railway	Investigate: Why Did BC Join Confederation? Pages 127-131; Making the Decision, page 129; BC Joins Confederation, page 131	Investigate: Why Did BC Join Confederation? [pages 127-131], pages 45-52; Making the Decision [page 129], pages 45, 77; BC Joins Confederation [page 131], page 51	Research: Canadian Pacific Railway
Fur trade			Research: Fur trade
American settlement	Examine: How Did First Nations Cope with Change During the Gold Rush? pages 112-117	Examine: How Did First Nations Cope with Change During the Gold Rush? [pages 112-117], pages 30-45	Go Deeper: What Changes Did the Cariboo Gold Rush Bring to BC?: Video, Websites, Documents.
Oregon boundary dispute			
Gold rush population boom and bust	Investigate: How Did the Haida Respond to Gold Mining on Their Land? Pages 104-106; Examine: How Can a Small Event Help Cause a Big Event?, pages 107-111; Examine: How Did First Nations Cope with Change During the Gold Rush? pages 112-117; Investigate: What Changes Did the Cariboo Gold Rush Bring to BC? Pages 118-126	Investigate: How Did the Haida Respond to Gold Mining on Their Land? [pages 104-106], pages 14-20; Examine: How Can a Small Event Help Cause a Big Event? [pages 107-111], pages 21-29; Examine: How Did First Nations Cope with Change During the Gold Rush? [pages 112-117], pages 30-45; Investigate: What Changes Did the Cariboo Gold Rush Bring to BC? [pages 118-126], pages 36-45	Go Deeper: What changes Did the Cariboo Gold Rush Bring to BC?: Video, Websites, Documents. Research: Gold Rush, Fraser Canyon War, Boom town, Cariboo Wagon Road. Inquire: Photographic Evidence; Can Developing Empathy Help Us to Understand History?; What Was Daily Life Like During the Gold Rush in BC?
Colonial debt	Investigate: Why Did BC Join Confederation? Pages 127-131	Investigate: Why Did BC Join Confederation? [pages 127-131], pages 45-52	Go Deeper: Why Did BC Join Confederation? Websites
Canadian Confederation	Investigate: Why Did BC Join Confederation? Pages 127-131	Investigate: Why Did BC Join Confederation? [pages 127-131], pages 45-52	Go Deeper: Why Did BC Join Confederation?: Video, Websites, Documents; How Did Confederation Affect First Nations in BC?: Video, Websites, Documents, Audio. Research: Confederation. Inquire: Who Had the Power to Decide That BC Should Join Canada?

Content	Student Resource	Eguide Teaching Notes	Website
Expansion and purchase of Rupert's Land	Thinking Like A...Political Scientist, page 130	Thinking Like A...Political Scientist [page 130], pages 50, 78	Go Deeper: Why Did BC Join Confederation? Images, Websites Go Deeper: How Did Confederation Affect First Nations in BC? Websites
The impact of colonization on First Peoples societies in British Columbia and Canada	Investigate: How Did the Haida Respond to Gold Mining on Their Land? Pages 104-106; Examine: How Can a Small Event Help Cause a Big Event?, pages 107-111; Examine: How Did First Nations Cope with Change During the Gold Rush? pages 112-117; Investigate: How Did Confederation Affect First Nations in BC? pages 132-135	Investigate: How Did the Haida Respond to Gold Mining on Their Land? [pages 104-106], pages 14-20; Examine: How Can a Small Event Help Cause a Big Event? [pages 107-111], pages 21-29; Examine: How Did First Nations Cope with Change During the Gold Rush? [pages 112-117], pages 30-45; Investigate: How Did Confederation Affect First Nations in BC? [pages 132-135], pages 52-59	Go Deeper: How Did Confederation Affect First Nations in BC?: Video, Websites, Documents, Audio. Research: Fraser Canyon War, Smallpox, Confederation. Inquire: How Can a Map Get Us Thinking?; Thinking Deeper: How Did BC First Nations Try to Defend Their Rights?
<i>Sample Topics</i>			
Disease and demographics	Thinking Like A...Demographer, page 125	Thinking Like A...Demographer [page 125], pages 42-43, 74	Research: Smallpox
Trade	Investigate: How Did the Haida Respond to Gold Mining on Their Land? Pages 104-106	Investigate: How Did the Haida Respond to Gold Mining on Their Land? [pages 104-106], pages 14-20	Research: Gold Rush, Fraser Canyon War
More complex political systems	Investigate: How Did Confederation Affect First Nations in BC? pages 132-135	Investigate: How Did Confederation Affect First Nations in BC? [pages 132-135], pages 52-59	Research: Confederation

Content	Student Resource	Eguide Teaching Notes	Website
Loss of territory	Examine: How Can a Small Event Help Cause a Big Event?, pages 107-111; Examine: How Did First Nations Cope with Change During the Gold Rush? pages 112-117; Investigate: What Changes Did the Cariboo Gold Rush Bring to BC? Pages 118-126; Investigate: How Did Confederation Affect First Nations in BC? pages 132-135	Examine: How Can a Small Event Help Cause a Big Event? [pages 107-111], pages 21-29; Examine: How Did First Nations Cope with Change During the Gold Rush? [pages 112-117], pages 30-45; Investigate: What Changes Did the Cariboo Gold Rush Bring to BC? [pages 118-126], pages 36-45; Investigate: How Did Confederation Affect First Nations in BC? [pages 132-135], pages 52-59	Research: Fraser Canyon War
Impact on language and culture			
Key events and issues regarding First Peoples rights and interactions with early government in Canada (e.g., the Indian Act, potlatch ban, reserve system, residential schools, treaties)	Investigate: How Did Confederation Affect First Nations in BC? pages 132-135	Investigate: How Did Confederation Affect First Nations in BC? [pages 132-135], pages 52-59	Go Deeper: How Did Confederation Affect First Nations in BC?: Video, Websites, Documents, Audio. Research: Fraser Canyon War, Confederation. Inquire: Thinking Deeper: How Did BC First Nations Try to Defend Their Rights?
The history of the local community and of local First Peoples communities	Check Your Learning, page 126	Check Your Learning [page 126], pages 44-45, 75-76	Go Deeper: How Did First Nations Cope With Change During the Gold Rush? Images, Websites, Documents, Audio Go Deeper: What Changes Did the Cariboo Gold Rush Bring to BC? Websites, Videos, Audio
<i>Sample Topic</i>			
Local archives and museums			
Physiographic features and natural resources of Canada	Investigate: How Did the Haida Respond to Gold Mining on Their Land? Pages 104-106; Question box, page 118	Investigate: How Did the Haida Respond to Gold Mining on Their Land? [pages 104-106], pages 14-20; Question box [page 118], pages 71-72	Research: Gold mining

Core Competencies: Communication; Thinking; Personal & Social

Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, Social Responsibility

Students will have opportunities to develop and practise using these competencies throughout. See teaching notes for examples of these competencies.

**Inquiring Minds: First People and European Contact
How We Remember**

Legend			
Big Ideas	Curricular Competencies	Content	Core Competencies

Big Ideas	Student Resource	Eguide Teaching Notes	Website
The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.	X	X	Go Deeper: What Were the Causes of the Chilcotin War?: Video, Websites, Documents, Audio. What Is the Significance of the Chilcotin War?: Video, Websites, Documents, Audio. Research: Gold Rush, Cariboo Wagon Road.
Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity.	X	X	Go Deeper: What Were the Causes of the Chilcotin War?: Video, Websites, Documents, Audio. What Is the Significance of the Chilcotin War?: Video, Websites, Documents, Audio. Research: Chilcotin War
Demographic changes in North America created shifts in economic and political power.	X	X	Go Deeper: What Were the Causes of the Chilcotin War?: Video, Websites, Documents, Audio. What Is the Significance of the Chilcotin War?: Video, Websites, Documents, Audio. Research: Chilcotin War, Gold Rush, Smallpox
British Columbia followed a unique path in becoming a part of Canada.			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions			Inquire: How Does a Map Get Us Thinking?; Can Apologies Change Relationships? Part A & Part B; Why Are Place Names Important?; What Makes a Powerful Memorial?; Why Are Stories Important to Remember?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Key Skills</i>			
Identify patterns in information, and use those patterns to draw inferences.	Pages 138-139; Thinking Like An...Historian, page 141; Thinking Like An...Historian, page 145; Question box, page 151; Question box, page 154; Question box, page 158; Thinking Like An... Historian, page 161; The BC Inquiry Quest, page 165	[Pages 138-139], pages 11-20; Thinking Like An...Historian, [page 141], page 23; Thinking Like An...Historian, [page 145], page 32; Question box, [page 151], pages 68-69; Question box, [page 154], page 69; Question box, [page 158], page 71; Thinking Like An... Historian, [page 161], pages 52-53; The BC Inquiry Quest, [page 165], pages 9-10	Inquire: Why Are Stories Important to Remember?
Summarize information and opinions about a selected problem or issue.	Viewpoints On..., page 146	Viewpoints On..., [page 146], page 33	Inquire: Can Apologies Change Relationships? Part A & Part B; Why Are Place Names Important?; Why Are Stories Important to Remember?
Use grids, scales, and legends on maps and timelines to interpret or represent specific information.	Waddington's Route map, page 149; Thinking Like A... Geographer, page 149; Events of the Chilcotin War map, page 155	Waddington's Route map, [page 149], page 39; Thinking Like A... Geographer, [page 149], page 39-40; Events of the Chilcotin War map, [page 155], page 44	Inquire: How Does a Map Get Us Thinking?; Why Are Place Names Important?
Apply a variety of strategies for information gathering (e.g. headings, indices, internet searches).			Inquire: Why Are Place Names Important?
Construct a simple bibliography.			
Prepare a presentation using selected communication forms (e.g., debate, diorama, multimedia presentation, dance) to support the purpose of the presentation.	Reflect on Your Learning, page 164	Reflect on Your Learning, [page 164], pages 6-9	Inquire: Why Are Place Names Important?; What Makes a Powerful Memorial?; Why Are Stories Important to Remember?
Apply established criteria for a presentation (e.g., historical accuracy and context).			Inquire: Why Are Place Names Important?
Identify and clarify a selected problem or issue (e.g., provide details; state reasons, implications).			Inquire: Can Apologies Change Relationships? Part A & Part B; Why Are Place Names Important?; What Makes a Powerful Memorial?
Create a plan of action to address a chosen problem or issue.			Inquire: Why Are Place Names Important?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)	Pages 138-139; Investigate: How Do We Remember the Past? Pages 140-147; Examine: What is the Significance of the Chilcotin War? Pages 158-163; Reflect on Your Learning, page 164; The BC Inquiry Quest, page 165	[Pages 138-139], pages 11-20; Investigate: How Do We Remember the Past? [pages 140-147], pages 21-37; Examine: What is the Significance of the Chilcotin War? [pages 158-163], pages 48-59; Reflect on Your Learning, [page 164], pages 6-9; The BC Inquiry Quest, [page 165], page 9-10	Go Deeper: How Do We remember the Past?: Video, Websites, Documents. Inquire: What Makes a Powerful Memorial?
<i>Key Questions</i>			
What events are most significant in the story of BC's development?	Pages 138-139; Investigate: How Do We Remember the Past? Pages 140-147; Examine: What is the Significance of the Chilcotin War? Pages 158-163; The BC Inquiry Quest, page 165	[Pages 138-139], pages 11-20; Investigate: How Do We Remember the Past? [pages 140-147], pages 21-37; Examine: What is the Significance of the Chilcotin War? [pages 158-163], pages 48-59; The BC Inquiry Quest, [page 165], page 9-10	Go Deeper: What Were the Causes of the Chilcotin War?: Video, Websites, Documents, Audio; What is the Significance of the Chilcotin War?: Video, Websites, Documents, Audio. Research: Chilcotin War, Gold Rush, Cariboo Wagon Road, Smallpox
Should James Douglas be remembered as the father of BC?			
What was the most significant reason for BC's entry into Confederation?	Examine: What is the Significance of the Chilcotin War? Pages 158-163	Examine: What is the Significance of the Chilcotin War? [pages 158-163], pages 48-59	
Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)	Pages 138-139; Oral Traditions as Evidence, page 142; Check Your Learning, page 147; Thinking Like An...Historian, page 150; Investigate: What Were the Causes of the Chilcotin War? Pages 148-157; Thinking Like An...Historian, page 161; Examine: What is the Significance of the Chilcotin War? Pages 158-163; The BC Inquiry Quest, page 165	[Pages 138-139], pages 11-20; Oral Traditions as Evidence, [page 142], page 25-26; Check Your Learning, [page 147], pages 35-36, 67; Thinking Like An...Historian, [page 150], page 40; Investigate: What Were the Causes of the Chilcotin War? [pages 148-157], pages 38-48; Thinking Like An...Historian, [page 161], page 52-53; Examine: What is the Significance of the Chilcotin War? [pages 158-163], pages 48-59; The BC Inquiry Quest, [page 165], pages 9-10	Inquire: How Can a Map Get Us Thinking?; Can Apologies Change Relationships? Part A & Part B; Why Are Place Names Important?; What Makes a Powerful Memorial?

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Sample Activities</i>			
Use primary sources to make inferences about contemporary attitudes toward First Peoples during the gold rush years.	Pages 138-139; Proclamation poster and caption, page 150; <i>Daily British Colonist</i> article and question box, page 153; Colonial Dispatch, page 154; Begbie letter and question box, page 156; Thinking Like An...Historian, page 161	[Pages 138-139], pages 11-20; Proclamation poster and caption, [page 150], page 40; <i>Daily British Colonist</i> article and question box, [page 153] pages, 32, 69; Colonial Dispatch, [page 154], pages 41-43; Begbie letter and question box, [page 156], pages 46, 70; Thinking Like An...Historian, [page 161], pages 52-53	Go Deeper: What is Significance of the Chilcotin War?: Video, Websites, Documents. Research: Chilcotin War
Compare and contrast European and First Peoples accounts of the same event.	Pages 138-139; Check Your Learning, page 147; Investigate: What Were the Causes of the Chilcotin War? Pages 148-157; Examine: What is the Significance of the Chilcotin War? Pages 158-163	[Pages 138-139], pages 11-20; Check Your Learning, [page 147], pages 35-36, 67; Investigate: What Were the Causes of the Chilcotin War? [pages 148-157], pages 38-48; Examine: What is the Significance of the Chilcotin War? [pages 158-163], pages 48-59	Go Deeper: What is Significance of the Chilcotin War?: Video, Websites, Documents. Research: Chilcotin War
Sequence objects, images, and events, and determine continuities and changes between different time periods and places (continuity and change)			
<i>Sample Activity</i>			
Create a timeline of key events in BC's history.	Check Your Learning, page 157	Check Your Learning [page 157], pages 47, 70	
<i>Key Questions</i>			
How have the economic centres of BC changed over time?			
Why is Barkerville no longer a significant economic centre?			
What resources are important to people in present-day BC compared to the past? Explain what has changed over time.			Research: Gold Rush

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)	Investigate: What Were the Causes of the Chilcotin War? Pages 148-157; Examine: What is the Significance of the Chilcotin War? Pages 158-163	Investigate: What Were the Causes of the Chilcotin War? [pages 148-157], pages 38-48; Examine: What is the Significance of the Chilcotin War? [pages 158-163], pages 48-59	Go Deeper: What Were the Causes of the Chilcotin War?: Video, Websites, Documents, Audio. Research: Chilcotin War, Gold Rush, Smallpox
<i>Sample Activities</i>			
Hold a debate about whether BC should have joined the United States or Canada, or become an independent country.			
Track the positive and negative effects of key events in BC's development on First Peoples.	Investigate: What Were the Causes of the Chilcotin War? Pages 148-157; Examine: What is the Significance of the Chilcotin War? Pages 158-163	Investigate: What Were the Causes of the Chilcotin War? [pages 148-157], pages 38-48; Examine: What is the Significance of the Chilcotin War? [pages 158-163], pages 48-59	Go Deeper: What Were the Causes of the Chilcotin War?: Video, Websites, Documents, Audio. Research: Chilcotin War
<i>Key Questions</i>			
Was joining Canada the best decision for BC?			
Why did Vancouver become BC's largest city?			
Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places (perspective)	Investigate: How Do We Remember the Past? Pages 140-147; Investigate: What Were the Causes of the Chilcotin War? Pages 148-157; Examine: What is the Significance of the Chilcotin War? Pages 158-163; Reflect on Your Learning, page 164	Investigate: How Do We Remember the Past? [pages 140-147], pages 21-37; Investigate: What Were the Causes of the Chilcotin War? [pages 148-157], pages 38-48; Examine: What is the Significance of the Chilcotin War? [pages 158-163], pages 48-59; Reflect on Your Learning, [page 164], pages 6-9	Go Deeper: What Is the Significance of the Chilcotin War?: Video, Websites, Documents, Audio. Research: Bias. Inquire: How Can a Map Get Us Thinking?; Why Are Place Names Important?; Why Are Stories Important to Remember?
<i>Sample Activity</i>			
Compare the "discovery" and "exploration" of North America from European and First Peoples perspectives.			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<i>Key Question</i>			
Who benefited most from the early west coast fur trade: First Peoples or Europeans?			
Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place (ethical judgment)	Investigate: What Were the Causes of the Chilcotin War? Pages 148-157; Reflect on Your Learning, page 164	Investigate: What Were the Causes of the Chilcotin War? [pages 148-157], pages 38-48; Reflect on Your Learning, [page 164], page 6-9	Go Deeper: What Is the Significance of the Chilcotin War?: Video, Websites, Documents, Audio. Research: Chilcotin War. Inquire: How Can a Map Get Us Thinking?; Can Apologies Change Relationships? Part A & Part B; Why Are Place Names Important?
<i>Sample Activities</i>			
Evaluate the fairness of BC's treaty process.			
Describe the importance of protecting minority rights in a democracy.			
Identify key events and issues in First Peoples rights and interactions with early governments in Canada (e.g., the Indian Act, the establishment of the residential school system, potlatch ban, reserve system, treaties).			Go Deeper: What Is the Significance of the Chilcotin War?: Video, Websites, Documents, Audio. Research: Chilcotin War, Cariboo Wagon Road, Smallpox. Inquire: Can Apologies Change Relationships? Part A & Part B

Content	Student Resource	Eguide Teaching Notes	Website
Early contact, trade, cooperation, and conflict between First Peoples and European peoples			
<i>Key Questions</i>			
What motivated explorers and settlers to come to Canada?			
How did the geography of Canada affect European exploration?			
<i>Sample Topics</i>			
Early explorers: Cabot, Frobisher, Hudson, Cartier, Champlain			

Content	Student Resource	Eguide Teaching Notes	Website
Voyages of Cook and Vancouver	Pages 138-139	[Pages 138-139], pages 11-20	Go Deeper: How Do We Remember the Past?: Images
Provision of muskets to First Peoples by Europeans			
Spread of horses to the Prairies			
Marriages between First Peoples and Europeans			
Colonial wars and alliances between Europeans and First Peoples (e.g., between Maquinna (Nuu-chah-nulth) and the Cook expedition or between French colonists and the First Peoples living around the Great Lakes)			
The fur trade in pre-Confederation Canada and British Columbia			
<i>Key Question</i>			
Why were trading posts established in particular locations?			
<i>Sample Topics</i>			
Fur trading companies (e.g., the Hudson's Bay Company and the North West Company)			
Beaver Wars			
Explorers: Simon Fraser, Alexander Mackenzie, David Thompson	Pages 138-139	[Pages 138-139], pages 11-20	Go Deeper: How Do We Remember the Past?: Images
Russian and Spanish trade on the coast			
Establishment of trading posts (e.g., Victoria, Fort Langley, and other forts; Metis communities)	Pages 138-139	[Pages 138-139], pages 11-20	Go Deeper: How Do We Remember the Past?: Images

Content	Student Resource	Eguide Teaching Notes	Website
Demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities	Investigate: How Do We Remember the Past? Pages 140-147; Investigate: What Were the Causes of the Chilcotin War? Pages 148-157; Examine: What is the Significance of the Chilcotin War? Pages 158-163	Investigate: How Do We Remember the Past? [pages 140-147], pages 21-37; Investigate: What Were the Causes of the Chilcotin War? [pages 148-157] pages 38-48; Examine: What is the Significance of the Chilcotin War? [pages 158-163], pages 48-59	Go Deeper: What Is the Significance of the Chilcotin War?: Video, Websites, Documents, Audio. Research: Chilcotin War, Cariboo Wagon Road
<i>Sample Topics</i>			
Disease	Investigate: What Were the Causes of the Chilcotin War? Pages 148-157; Examine: What is the Significance of the Chilcotin War? Pages 158-163	Investigate: What Were the Causes of the Chilcotin War? [pages 148-157], pages 38-48; Examine: What is the Significance of the Chilcotin War? [pages 158-163], pages 48-59	Go Deeper: What Were the Causes of the Chilcotin War?: Video, Websites, Audio. Research: Chilcotin War, Smallpox
European and American settlement and migration	Investigate: How Do We Remember the Past? Pages 140-147; Investigate: What Were the Causes of the Chilcotin War? Pages 148-157; Examine: What is the Significance of the Chilcotin War? Pages 158-163	Investigate: How Do We Remember the Past? [pages 140-147], pages 21-37; Investigate: What Were the Causes of the Chilcotin War? [pages 148-157], pages 38-48; Examine: What is the Significance of the Chilcotin War? [pages 158-163], pages 48-59	Research: Gold Rush, Cariboo Wagon Road
Increases in raids causing decreases in population			Research: Chilcotin War
Relocation/resettlement of First Peoples			
Economic and political factors that influenced the colonization of British Columbia and its entry into Confederation	Investigate: How Do We Remember the Past? Pages 140-147; Examine: What is the Significance of the Chilcotin War? Pages 158-163	Investigate: How Do We Remember the Past? [pages 140-147], pages 21-37; Examine: What is the Significance of the Chilcotin War? [pages 158-163], pages 48-59	Go Deeper: What Were the Causes of the Chilcotin War? Go Deeper: What Is the Significance of the Chilcotin War? Research: Chilcotin War
<i>Sample Topics</i>			
Canadian Pacific Railway			
Fur trade			
American settlement			
Oregon boundary dispute			

Content	Student Resource	Eguide Teaching Notes	Website
Gold rush population boom and bust	Investigate: How Do We Remember the Past? Pages 140-147; Investigate: What Were the Causes of the Chilcotin War? Pages 148-157; Examine: What is the Significance of the Chilcotin War? Pages 158-163	Investigate: How Do We Remember the [pages 140-147], pages 21-37; Investigate: What Were the Causes of the Chilcotin War? [pages 148-157], pages 38-48; Examine: What is the Significance of the Chilcotin War? [pages 158-163], pages 48-59	Research: Gold Rush, Cariboo Wagon Road
Colonial debt	Examine: What is the Significance of the Chilcotin War? Pages 158-163	Examine: What is the Significance of the Chilcotin War? [pages 158-163], pages 48-59	Go Deeper: What Were the Causes of the Chilcotin War? Video, Websites, Audio. Research: Chilcotin war. Go Deeper: What is the significance of the Chilcotin war? Videos, Websites, Audio. Research: Chilcotin war.
Canadian Confederation	Examine: What is the Significance of the Chilcotin War? Pages 158-163	Examine: What is the Significance of the Chilcotin War? [pages 158-163], pages 48-59	Go Deeper: What Were the Causes of the Chilcotin War? Documents
Expansion and purchase of Rupert's Land			
The impact of colonization on First Peoples societies in British Columbia and Canada	Investigate: What Were the Causes of the Chilcotin War? Pages 148-157; Examine: What is the Significance of the Chilcotin War? Pages 158-163	Investigate: What Were the Causes of the Chilcotin War? [pages 148-157], pages 38-48; Examine: What is the Significance of the Chilcotin War? [pages 158-163], pages 48-59	Research: Chilcotin War. Inquire: How Can a Map Get Us Thinking?; Can Apologies Change Relationships? Part B; Why Are Place Names Important?
<i>Sample Topics</i>			
Disease and demographics	Investigate: What Were the Causes of the Chilcotin War? Pages 148-157; Examine: What is the Significance of the Chilcotin War? Pages 158-163	Investigate: What Were the Causes of the Chilcotin War? [pages 148-157], pages 38-48; Examine: What is the Significance of the Chilcotin War? [pages 158-163], pages 48-59	Go Deeper: What Were the Causes of the Chilcotin War?: Video, Websites, Audio. Research: Chilcotin War, Smallpox
Trade			Research: Gold rush
More complex political systems			

Content	Student Resource	Eguide Teaching Notes	Website
Loss of territory	Investigate: What Were the Causes of the Chilcotin War? Pages 148-157; Examine: What is the Significance of the Chilcotin War? Pages 158-163	Investigate: What Were the Causes of the Chilcotin War? [pages 148-157], pages 38-48; Examine: What is the Significance of the Chilcotin War? [pages 158-163], pages 48-59	Research: Chilcotin War, Cariboo Wagon Road
Impact on language and culture			
Key events and issues regarding First Peoples rights and interactions with early government in Canada (e.g., the Indian Act, potlatch ban, reserve system, residential schools, treaties)			Go Deeper: What Were the Causes of the Chilcotin War?: Video, Websites, Audio. Research: Chilcotin War
The history of the local community and of local First Peoples communities			Inquire: Why Are Place Names Important?; What Makes a Powerful Memorial?
<i>Sample Topic</i>			
Local archives and museums			
Physiographic features and natural resources of Canada			

Core Competencies: Communication; Thinking; Personal & Social			
Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, Social Responsibility	Students will have opportunities to develop and practise using these competencies throughout. See teaching notes for examples of these competencies.		

**Inquiring Minds: First People and European Contact
Our Relationship With the Land**

Legend			
Big Ideas	Curricular Competencies	Content	Core Competencies

Big Ideas	Student Resource	Eguide Teaching Notes	Website
The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.	X		Go Deeper: How Do We Use the Land in BC?: Videos, Images, Websites, Documents, Audio; How Are Some Natural Resources Used in BC?: Video, Websites, Documents, Audio; Why Are there Disagreements Over Land and Resource Use?: Video, Websites, Documents. Research: Natural resources, Sustainability, Resource industries. Inquire: Profile a First Nations Business; Sustainability
Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity.			Go Deeper: How Can We Judge Actions That Took Place in the Past?: Video, Images, Websites, Documents.
Demographic changes in North America created shifts in economic and political power.			
British Columbia followed a unique path in becoming a part of Canada.			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions			Inquire: Profile a First Nations Business; Sustainability; The Rights of Indigenous Peoples

Curricular Competencies	Student Resource	Egide Teaching Notes	Website
<i>Key Skills</i>			
Identify patterns in information, and use those patterns to draw inferences.	Question boxes and images, pages 168-169; Check Your Learning, page 174; Question box, page 184	Question boxes and images [pages 168-169], pages 14, 63-64; Check Your Learning [page 174], pages 27-28, 65-66; Question box [page 184], page 71	Inquire: The Rights of Indigenous Peoples
Summarize information and opinions about a selected problem or issue.	Question box, page 173; Thinking Like An...Ethicist, page 173; Check Your Learning, page 174; Thinking Deeper, page 182; Check Your Learning, page 191; The BC Inquiry Quest, page 193	Question box [page 173], pages 64-65; Thinking Like An...Ethicist [page 173], pages 13, 23, 65; Check Your Learning [page 174], pages 27-28, 65-66; Thinking Deeper [page 182], pages 43-44, 69; Check Your Learning [page 191], pages 56-57, 74-75; The BC Inquiry Quest [page 193], pages 7-9, 58-59	Inquire: Profile a First Nations Business; Sustainability; The Rights of Indigenous Peoples
Use grids, scales, and legends on maps and timelines to interpret or represent specific information.			
Apply a variety of strategies for information gathering (e.g. headings, indices, internet searches).	The BC Inquiry Quest, page 193	The BC Inquiry Quest [page 193], pages 7-9, 58-59	Inquire: Profile a First Nations Business; Sustainability; The Rights of Indigenous Peoples
Construct a simple bibliography.			
Prepare a presentation using selected communication forms (e.g., debate, diorama, multimedia presentation, dance) to support the purpose of the presentation.	Reflect on Your Learning, page 192; The BC Inquiry Quest, page 193	Reflect on Your Learning [page 192], pages 6-7; The BC Inquiry Quest [page 193], pages 7-9, 58-59	Inquire: Profile a First Nations Business; Sustainability; The Rights of Indigenous Peoples
Apply established criteria for a presentation (e.g., historical accuracy and context).			
Identify and clarify a selected problem or issue (e.g., provide details; state reasons, implications).	Check Your Learning, page 183; The BC Inquiry Quest, page 193	Check Your Learning [page 183], pages 45-46, 70; The BC Inquiry Quest [page 193], pages 7-9, 58-59	Inquire: The Rights of Indigenous Peoples
Create a plan of action to address a chosen problem or issue.	Reflect on Your Learning, page 192; The BC Inquiry Quest, page 193	Reflect on Your Learning [page 192], pages 6-7; The BC Inquiry Quest [page 193], pages 7-9, 58-59	Inquire: Profile a First Nations Business; The Rights of Indigenous Peoples

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)			
<i>Key Questions</i>			
What events are most significant in the story of BC's development?			Research: Confederation
Should James Douglas be remembered as the father of BC?			
What was the most significant reason for BC's entry into Confederation?			Research: Confederation
Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)	Jobs in BC by Industry, graph and caption, page 184	Jobs in BC by Industry, graph and caption [page 184], pages 46, 48, 71	Inquire: Profile a First Nations Business; Sustainability; The Rights of Indigenous Peoples
<i>Sample Activities</i>			
Use primary sources to make inferences about contemporary attitudes toward First Peoples during the gold rush years.			
Compare and contrast European and First Peoples accounts of the same event.			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
<p>Sequence objects, images, and events, and determine continuities and changes between different time periods and places (continuity and change)</p>	<p>Pages 166-167; Investigate: How Do We Use the Land in BC? Pages 168-174; Examine: How Can We Judge Actions That Took Place in the Past? Pages 175-183; Investigate: How Are Some Natural Resources Used in BC? Pages 184-187; Examine: Why Are There Disagreements Over Land and Resource Use? Pages 188-191; Reflect on Your Learning, page 192</p>	<p>[pages 166-167], Engage: Making Connections, pages 10-12; Investigate: How Do We Use the Land in BC? [pages 168-174], pages 13-28; Examine: How Can We Judge Actions That Took Place in the Past? [pages 175-183], pages 28-46; Investigate: How Are Some Natural Resources Used in BC? [pages 184-187], pages 46-52; Examine: Why Are There Disagreements Over Land and Resource Use? [pages 188-191], pages 52-57; Reflect on Your Learning [page 192], pages 6-7</p>	
<i>Sample Activity</i>			
<p>Create a timeline of key events in BC's history.</p>			
<i>Key Questions</i>			
<p>How have the economic centres of BC changed over time?</p>			
<p>Why is Barkerville no longer a significant economic centre?</p>			
<p>What resources are important to people in present-day BC compared to the past? Explain what has changed over time.</p>	<p>Pages 166-167; Investigate: How Do We Use the Land in BC? Pages 168-174; Investigate: How Are Some Natural Resources Used in BC? Pages 184-187; Examine: Why Are There Disagreements Over Land and Resource Use? Pages 188-191; Reflect on Your Learning, page 192</p>	<p>[pages 166-167], Engage: Making Connections, pages 10-12; Investigate: How Do We Use the Land in BC? [pages 168-174], pages 13-28; Investigate: How Are Some Natural Resources Used in BC? [pages 184-187], pages 46-52; Examine: Why Are There Disagreements Over Land and Resource Use? [pages 188-191], pages 52-57; Reflect on Your Learning [page 192], pages 6-7</p>	<p>Go Deeper: How Do We Use the Land in BC?: Video, Websites, Documents, Audio; How Are Some Natural Resources Used in BC?: Video, Images Websites, Documents, Audio. Why Are There Disagreements Over Land and Resource Use?: Video, Websites, Documents. Research: Natural Resources, Resource industries</p>

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)			
<i>Sample Activities</i>			
Hold a debate about whether BC should have joined the United States or Canada, or become an independent country.			
Track the positive and negative effects of key events in BC's development on First Peoples.			Research: Aboriginal title, Confederation, Indian Act, Treaties
<i>Key Questions</i>			
Was joining Canada the best decision for BC?			Research: Confederation
Why did Vancouver become BC's largest city?			
Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places (perspective)	Examine: How Can We Judge Actions That Took Place in the Past? Pages 175-183; Examine: Why Are There Disagreements Over Land and Resource Use? Pages 188-191	Examine: How Can We Judge Actions That Took Place in the Past? [pages 175-183], pages 28-46; Examine: Why Are There Disagreements Over Land and Resource Use? [pages 188-191], pages 52-57	
<i>Sample Activity</i>			
Compare the "discovery" and "exploration" of North America from European and First Peoples perspectives.			
<i>Key Question</i>			
Who benefited most from the early west coast fur trade: First Peoples or Europeans?			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place (ethical judgment)	Pages 166-167; Examine: How Can We Judge Actions That Took Place in the Past? Pages 175-183; Investigate: How Are Some Natural Resources Used in BC? Pages 184-187; Examine: Why Are There Disagreements Over Land and resource Use? Pages 188-191; Reflect on Your Learning, page 192	[pages 166-167], Engage: Making Connections, pages 10-12; Examine: How Can We Judge Actions That Took Place in the Past? [pages 175-183], pages 28-46; Investigate: How Are Some Natural Resources Used in BC? [pages 184-187], pages 46-52; Examine: Why Are There Disagreements Over Land and Resource Use? [pages 188-191], pages 52-57; Reflect on Your Learning [page 192], pages 6-7	Inquire: The Rights of Indigenous Peoples
<i>Sample Activities</i>			
Evaluate the fairness of BC's treaty process.	Examine: How Can We Judge Actions That Took Place in the Past? Pages 175-183	Examine: How Can We Judge Actions That Took Place in the Past? [pages 175-183], pages 28-46	Go Deeper: How Can We Judge Actions That Took Place in the Past?: Video, Websites, Documents, Audio. Research: Aboriginal title, Confederation, Indian Act, Treaties
Describe the importance of protecting minority rights in a democracy.			Go Deeper: How Can We Judge Actions That Took Place in the Past?: Video, Websites, Documents, Audio. Research: Reconciliation
Identify key events and issues in First Peoples rights and interactions with early governments in Canada (e.g., the Indian Act, the establishment of the residential school system, potlatch ban, reserve system, treaties).	Examine: How Can We Judge Actions That Took Place in the Past? Pages 175-183; Reflect on Your Learning, page 192	Examine: How Can We Judge Actions That Took Place in the Past? [pages 175-183], pages 28-46; Reflect on Your Learning [page 192], pages 6-7	Go Deeper: How Can We Judge Actions That Took Place in the Past?: Video, Websites, Documents, Audio. Research: Aboriginal title, Confederation, Indian Act, Treaties.

Content	Student Resource	Eguide Teaching Notes	Website
Early contact, trade, cooperation, and conflict between First Peoples and European peoples			
<i>Key Questions</i>			
What motivated explorers and settlers to come to Canada?			

Content	Student Resource	Eguide Teaching Notes	Website
How did the geography of Canada affect European exploration?			
<i>Sample Topics</i>			
Early explorers: Cabot, Frobisher, Hudson, Cartier, Champlain			
Voyages of Cook and Vancouver			
Provision of muskets to First Peoples by Europeans			
Spread of horses to the Prairies			
Marriages between First Peoples and Europeans			
Colonial wars and alliances between Europeans and First Peoples (e.g., between Maquinna (Nuu-chah-nulth) and the Cook expedition or between French colonists and the First Peoples living around the Great Lakes)			
The fur trade in pre-Confederation Canada and British Columbia			
<i>Key Question</i>			
Why were trading posts established in particular locations?			
<i>Sample Topics</i>			
Fur trading companies (e.g., the Hudson's Bay Company and the North West Company)			
Beaver Wars			
Explorers: Simon Fraser, Alexander Mackenzie, David Thompson			
Russian and Spanish trade on the coast			
Establishment of trading posts (e.g., Victoria, Fort Langley, and other forts; Metis communities)			

Content	Student Resource	Eguide Teaching Notes	Website
Demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities			
<i>Sample Topics</i>			
Disease			
European and American settlement and migration			
Increases in raids causing decreases in population			
Relocation/resettlement of First Peoples			
Economic and political factors that influenced the colonization of British Columbia and its entry into Confederation			
<i>Sample Topics</i>			
Canadian Pacific Railway			
Fur trade			
American settlement			
Oregon boundary dispute			
Gold rush population boom and bust			
Colonial debt			
Canadian Confederation			
Expansion and purchase of Rupert's Land			
The impact of colonization on First Peoples societies in British Columbia and Canada	Examine: How Can We Judge Actions That Took Place in the Past? Pages 175-183	Examine: How Can We Judge Actions That Took Place in the Past? [pages 175-183], pages 28-46	Go Deeper: How Can We Judge Actions That Took Place in the Past?: Video, Websites, Documents, Audio. Research: Aboriginal title, Confederation, Indian Act, Treaties, Reconciliation. Inquire: Profile a First Nations Business

<i>Sample Topics</i>			
Disease and demographics			
Trade			
More complex political systems	Examine: How Can We Judge Actions That Took Place in the Past? Pages 175-183	Examine: How Can We Judge Actions That Took Place in the Past? [pages 175-183], pages 28-46	Go Deeper: How Can We Judge Actions That Took Place in the Past?: Video, Websites, Documents, Audio. Research: Worldview, Indian Act, Treaties
Loss of territory	Examine: How Can We Judge Actions That Took Place in the Past? Pages 175-183	Examine: How Can We Judge Actions That Took Place in the Past? [pages 175-183], pages 28-46	Go Deeper: How Can We Judge Actions That Took Place in the Past?: Video, Websites, Documents, Audio. Research: Indian Act, Treaties
Impact on language and culture	Examine: How Can We Judge Actions That Took Place in the Past? Pages 175-183	Examine: How Can We Judge Actions That Took Place in the Past? [pages 175-183], pages 28-46	Go Deeper: How Can We Judge Actions That Took Place in the Past?: Video, Websites, Audio
Key events and issues regarding First Peoples rights and interactions with early government in Canada (e.g., the Indian Act, potlatch ban, reserve system, residential schools, treaties)	Examine: How Can We Judge Actions That Took Place in the Past? Pages 175-183	Examine: How Can We Judge Actions That Took Place in the Past? [pages 175-183], pages 28-46	Go Deeper: How Can We Judge Actions That Took Place in the Past?: Video, Websites, Documents, Audio. Research: Aboriginal title, Confederation, Indian Act, Treaties, Reconciliation
The history of the local community and of local First Peoples communities			Inquire: Profile a First Nations Business;
<i>Sample Topic</i>			
Local archives and museums			
Physiographic features and natural resources of Canada	Pages 166-167; Investigate: How Do We Use the Land in BC? Pages 168-174; Investigate: How Are Some Natural Resources Used in BC? Pages 184-187; Examine: Why Are There Disagreements Over Land and resource Use? Pages 188-191; Reflect on Your Learning, page 192	[pages 166-167], Engage: Making Connections, pages 10-12; Investigate: How Do We Use the Land in BC? [pages 168-174], pages 13-28; Investigate: How Are Some Natural Resources Used in BC? [pages 184-187], pages 46-52; Examine: Why Are There Disagreements Over Land and Resource Use? [pages 188-191], pages 52-57; Reflect on Your Learning [page 192], pages 6-7	Go Deeper: How Do We Use the Land in BC?: Video, Images, Websites, Documents, Audio; How Are Some Natural Resources Used in BC?: Video, Images, Websites, Documents, Audio; Why Are There Disagreements Over Land and Resource Use?: Video, Websites, Documents. Research: Natural resources, Resource industries. Inquire: Profile a First Nations Business; Sustainability

Core Competencies: Communication; Thinking; Personal & Social			
Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, Social Responsibility	Students will have opportunities to develop and practise using these competencies throughout. See teaching notes for examples of these competencies.		