



**INQUIRING MINDS**

# Grade 5

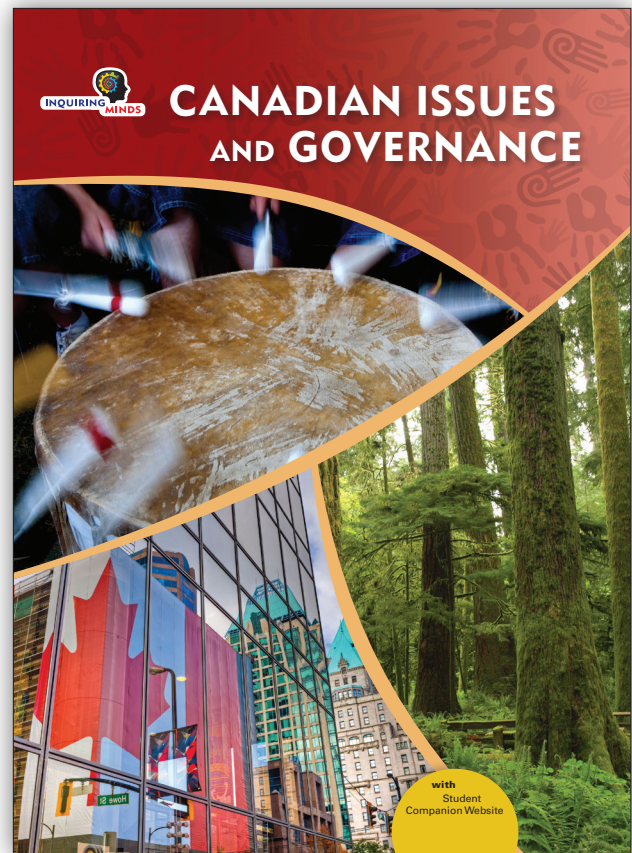
# Canadian Issues and Governance

Pearson Canada is proud to present learning resources that demonstrate our commitment to honouring the histories, cultures, worldviews, and knowledge of Canada's First People's communities.

Here are some samples of Indigenous content contained in the Inquiring Minds, custom social studies series for British Columbia.

***Inquiring Minds: Canadian Issues and Governance*** explores Canadian identity. Grade 5 students will examine issues about land, immigration, human rights, and the effects of Canadian government policies on diverse peoples. Historical thinking concepts—evidence, significance, cause and consequence, ethical judgement, continuity and change, and perspective—are used to explore content examples. (These historical thinking concepts provide a specific focus to the curricular competencies.)

All topics include Indigenous perspectives and examples from First Peoples throughout Canada. Integration of First Peoples Principles of Learning allow students to make connections between these issues and their own experiences and knowledge.




# CANADIAN ISSUES AND GOVERNANCE

## Chief Dan George Helps Canadians See Canada

Canadian identity cannot be just about pride in our accomplishments. It also has to include awareness of our failures.

In 1967, Canadians marked the hundredth birthday. Chief Dan George of the Tla'tl'wat' Nation delivered an important speech in Vancouver. He showed Canadians a perspective of Canada that was not a case for celebration.



**A Lament for Confederation**

Today, when you embrace your hundred years, O Canada, I am not for all the Indian people throughout the land.

For I have known you when your forests were silent; when their green was my coal and my clothing. I have known you in your streams and rivers where your fish had and I dined in the nets, where the waters said "Come, come and eat of my abundance." I have known you in the freedom of the winds. And my spirit, like the winds, once meant your good lands.

But in the long hundred years since the white man came, I have seen my freedom disappear like the salmon going upstream to be eaten. The white man's energy, cunning, which I could not understand, pressed down upon me until I could no longer breathe.

O Canada, how can I celebrate with you this century, this hundred years? Shall I thank you for the reserves that are left to me, my beautiful forest? For the canned fish of my rivers? For the loss of my pride and authority, even among my people?

• Should all Canadians know about the Canada that Chief Dan George saw in 1967?  
• If they do, how would it affect their view of Canada's history?

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Explores First Peoples' perspectives on Canada. *Page 19*

## Thinking Deeper

### How Did Western Settlement Affect the Métis?

What would life have been like for the Métis who had not moved west? Look for clues in the following article. Consider what your perspective might have been, too.


The Métis lived in small, mobile communities. They were key players in the fur trade—indigenous people who moved from place to place within their territories. They were not "Canadian" or "British" or "American." They were a Nation.

In 1820, the government bought most of the land in western Canada from the Hudson's Bay Company. It then offered the land to settlers. That land had traditionally been the territory of the Métis and many First Nations.

The government wanted people to live in farming communities. They wanted the land settled by farmers of European heritage. This resulted in thousands of people coming onto the plains. First Nations and the Métis were displaced.

**Challenges faced by the Métis:**

- homelands given to others
- a culture of buffalo hunt no longer
- no land given to them for farming
- agreements with the government not honored



From Far and Wide 115

Examines the impact of immigration on First Peoples in Canada. *Page 115*

## RESPECT FOR THE SPIRIT OF THE LAND

In 1980, Elders of the Haida First Nation found a Haida totem pole hidden in a forest. They wanted to protect the forest from logging. In 1981, the Haida Nation and the British Columbia government agreed to a landmark agreement. The Haida Nation's knowledge and wisdom were recognized as part of the land.

The Haida Nation was not just a group of people. They were a Nation. They had a deep connection to the land. They had a responsibility to protect the land for future generations.

**Respect for the Spirit of the Land:**

- The Haida Nation has a deep connection to the land.
- The Haida Nation has a responsibility to protect the land for future generations.
- The Haida Nation's knowledge and wisdom were recognized as part of the land.

Our People and Nation Live! 45

Investigates connections between First Peoples and the land, including use of natural resources, economic initiatives, and land claim issues. *Page 45*

## Thinking Deeper

### Do Indigenous Peoples Enjoy the Same Democratic Rights as Others?

Indigenous Peoples have often lacked decision-making power in government. They are small populations, and their political concerns do not always reflect the concerns of the broader population. In addition, many Indigenous Peoples were denied the right to vote until recently.

Here are some ways in which Indigenous Peoples are represented around the world.

**How democratic is each one?**

**Northern Europe**  
The governments of Iceland, Norway, and Sweden have created indigenous parliaments (consulting bodies) to represent the Sami, the indigenous people of the region. Although the Sami have input into the democratic process, their decisions are not final.

**New Zealand**  
New Zealand gives seven seats to Māori representatives in its parliament. In 2004, the Māori Party was formed to protect Māori rights and influence the government's policies on resource use and climate change.

**The State of Maine**  
In the United States, the President, Missouri, and Pennsylvania Native have representation in the legislature of the State of Maine. The 2010 general election David Stager, Missouri, being given to represent the Indigenous Indigenous cannot vote or introduce bills. Because of this, the legislature has not been able to pass legislation in 2010.

**VOICES**  
The history of many Indigenous peoples shows that the Indigenous populations have had great problems in communicating with the mainstream and that they are frequently excluded from the general processes of decision-making.

—Mia Lutz, 2007

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Explores issues surrounding governance, including examples from Indigenous Peoples around the world. *Page 132*

## Indian Agents

The government appointed agents to represent the Indian Act and to give the reserves. These agents were not Indigenous. The agents changed people's traditional customs and languages. They would not let people have the reserves or sell their reserves or farm products without their permission. In 1981, all Indian agents were removed from reserves. Why might the government have allowed these abuses for so long?

**Governance**  
The Indian Act forced First Nations to have their leaders by writing, instead of by tradition. This was a major change. Many First Nations members and leaders were not trained in this kind of governance. Why would the government have forced this kind of governance on First Nations?

**Reserves**  
The Indian Act gave the federal government or provincial government the right to take away parts of all or a reserve for roads, schools, or other public services. Why would the government have taken away parts of the reserve? What do you think would happen?

**Putlach Ban**  
In 1981, the Indian Act made it illegal to participate in potlaches in BC. Potlaches are cultural and spiritual ceremonies. These have been important to First Nations. Why would the government want to prevent these ceremonies and potlaches on First Nations?

**Land Rights**  
From 1922 to 1951, the Indian Act made it a criminal offence for First Nations to raise money or sell their land to anyone other than the federal government. Why would the government want to prevent First Nations from raising money or selling their land to anyone other than the federal government?

**Reserves in BC**  
How many BC reserves are there? How many BC reserves are there? How many BC reserves are there?

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## Respect for the Rights of Indigenous Peoples Has Shifted Over Time

Indigenous Peoples in Canada have struggled to have both their Indigenous rights and their basic human rights respected. They were not included in conferences to talk about the formation of Canada on their lands.

**Check Your Learning**

1. Make a chart to list three or four Indigenous rights and three or four human rights. How are the two types of rights different? Why are Indigenous people here today?
2. How might the rights of Indigenous Peoples given to them over time? Give three examples of change that support your answer.
3. Talk about an act of reconciliation that you see in the news. How might the relationship between Indigenous people and other Canadians in your community have been different? How would it be different? How would you make it happen?

**Make Connections**

1. In 1981, Indigenous people were given the right to have their own governments. How might this have affected the relationship between Indigenous people and other Canadians in your community? How would it be different? How would you make it happen?

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Analyzes the impact of Canadian government policies on First Peoples. *Pages 66–67*

Examines the human rights issues for First Peoples in Canada, and Indigenous Peoples around the world. *Pages 172–173*