



**INQUIRING**  
**MINDS**

# Grade 6

# Global Issues and Governance

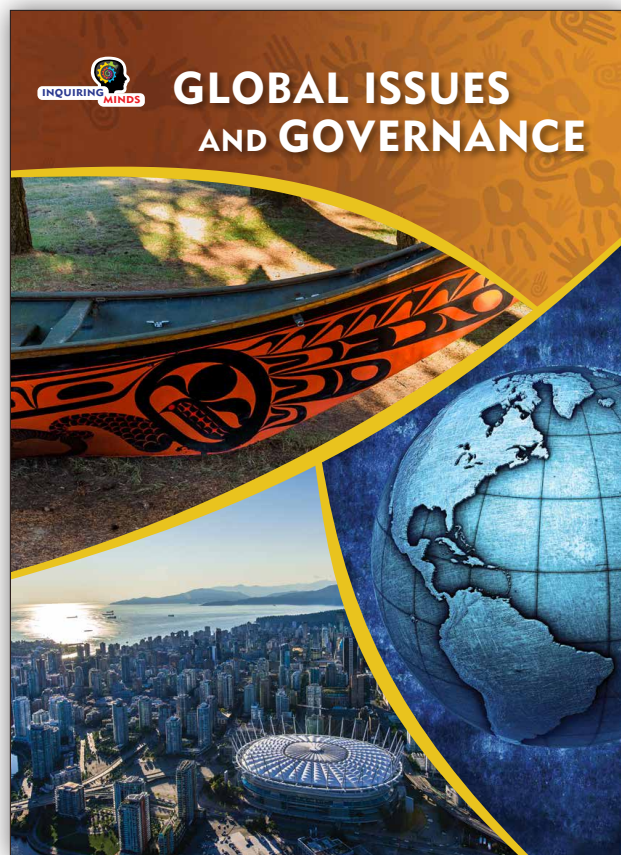
Pearson Canada is proud to present learning resources that demonstrate our commitment to honouring the histories, cultures, worldviews, and knowledge of Canada's First People's communities.

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

*Inquiring Minds: Global Issues and Governance* explores connections between global issues such as conflict, migration, trade, governance, media, and poverty. All topics include Indigenous perspectives and examples from First Nations throughout British Columbia. These examples include visuals, stories, first-hand accounts, and connections between language, identity, and worldview.

Historical/geographical 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.)

Integration of First Peoples Principles of Learning allow students to make connections between global issues and their own experiences and knowledge.



# GLOBAL ISSUES AND GOVERNANCE

### First Nations Principles of Good Governance

The Centre for First Nations Governance has developed principles of governance based on traditional values, which recognize the importance of the people, the land, and the law. These principles are meant to support First Nations as they work toward self-governance.

**Self-governance** gives First Nations the authority to make decisions about their own future. This includes their laws, customs, and traditions. Self-governance means that First Nations have the authority to make their own laws and decisions.

**THE LAND**

- People are connected to the land.
- First Nations people live and work on the land and the tools to develop their land sustainably (the land is not meant to be wasted or used up but shared and preserved for future generations).

**THE LAWS**

- The laws provide a code of ethics for people to follow.
- Others people follow the laws, they are not likely to experience conflict.

**THE PEOPLE**

- People gather to share information, which helps them decide.
- All people can participate and must support the decisions.

**INSTITUTIONS**

- Have specific or special organizations of First Nations work to ensure fairness and prevent unequal treatment. These structures, such as business, should not be favoured over the interests of the majority.
- Institutions must develop effective relationships with other levels of government and reflect the culture and values of First Nations.

**RESOURCES**

- Resources, including people and money, should be used in a way that benefits the people now and in future generations.

Presents Indigenous governance models. Page 6

### Thinking Deeper

#### Media Stereotypes of First Peoples

Stereotypes are presented through the media because nobody questions them. Audiences do not always realize that this is how stereotypes are kept alive. When you think of First Peoples in movies, television, and sports, what images or ideas come to mind? How could you be a critical thinker about stereotypes and First Peoples?

#### Investigating Stereotypes in the Media

- How are First Nations depicted in this image?
  - How are males and females shown differently?
  - Does this add to the stereotyping of First Nations?
  - Why do we find the same stereotypes of First Nations in different media?
  - In the image, the characters speak in different, not words. Is this a form of stereotyping like an ally sign?
- Why would images of First Nations people be used to market tobacco?
  - What is the connection between First Nations and tobacco?
  - What stereotypes are present in this figure?
  - How would this photo likely make an Indigenous person feel?
  - Is this photo an accurate representation of all First Nations?
  - Why would someone choose to use someone to represent any group of First Peoples?

**Which stereotypes are in this image?**

**Why is it more likely that sports teams will choose First Nations people to wear their team's logo?**

**What is the connection between the logo and the First Nations people?**

**How does this cartoon illustrate the idea that stereotypes about First Peoples prevent them from being seen as the people?**

**What evidence from the other picture supports your response?**

**How does this cartoon illustrate the idea that stereotypes about First Peoples prevent them from being seen as the people?**

**What evidence from the other picture supports your response?**

Examines media stereotypes of Indigenous Peoples. Pages 42-43

### Why Might Children in Canada Live in Poverty?

Do you know how many children under 18 in Canada live in poverty? Look at the facts below.

- 1 in 10 children live in poverty.
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**Education, Indigenous Children, and Poverty**

Poor educational outcomes are one of the factors that contribute to poverty within some Indigenous communities. As you read Shannon Kwan's story, think about why she needed to fight for a new school for her community.

**VOICES**

Let us find a way to belong to this time and place together. Our future, and the wellbeing of all our children, rests with the kind of relationships we build today.

Investigates human rights issues for Indigenous Peoples. Pages 80-81

### The Fur Trade

The fur trade was the exploitation of one particular resource—fur—would bring about great change. First Nations people, especially beaver and sea otter, were in great demand in Europe and Asia for use in clothing. Exploitation to develop the fur trade brought about the settlement of what is now western Canada. This could not have happened without the help of First Nations, Inuit, and Métis, who worked as guides and traded furs for European goods—cloth, guns, and metal items they could not get or make in their own territories.

**Globalization and Exploitation**

The colonization of North America shows that globalization does not always benefit each group equally. In fact, the history of globalization shows that one group takes advantage of another. For example, in 1847, traders at Fort Vancouver paid \$2 for the equivalent in trade goods for a beaver pelt they could sell for \$750.

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Examines globalization through an Indigenous lens. Page 102

### How Did Migration Affect First Peoples in B.C.?

When new people come to an area and meet the original inhabitants, unintended consequences can result. Unintended consequences are outcomes not one expects.

**Unintended Consequences: A Smallpox Epidemic**

One consequence of the Caribou Gold Rush was a smallpox epidemic among First Nations people. In 1862, gold miners coming to what is now B.C. brought the disease with them from San Francisco. First Nations people had never been exposed to smallpox. If First Nations people from the mining camp were forced back to their communities, and so the disease spread very quickly. This outbreak of disease, also called an epidemic, spread along the coast and in the interior of B.C., killing as many as 70 percent of First Nations people in B.C.

**VOICES**

People say there were 10 000 people living here before the smallpox epidemic, but there are only about 3500 in some of our tribes. 100 per cent of the people were dead, not just in our tribes, but in other 20 per cent dead, and we were not at all... The smallpox epidemic and the European influence changed the lives of people.

Explores the consequences of urbanization and immigration for First Peoples in BC. Page 132

### How Do the Sides Try to Resolve Conflicts?

The outcome of a conflict also depends on how the two sides approach conflict. People who analyze conflict in different ways may identify different styles of dealing with conflict.

**Know nothing** You win, I lose. **Right** I win, you lose. **Compromise** We both win some, but both lose some. **Cooperation** We both win.

**Check Your Learning**

- Describe different ways that some nations, including First Nations, have resolved conflict over resources.
- Choose one of the conflicts described in this section, and find one that interests you. Create a timeline showing the significant events that led to the conflict, as well as the consequences after.
- Make Connections Describe how the way we treat people affects the causes and consequences of conflict.

Analyzes Indigenous models for conflict resolution. Page 175